

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to May, Bi-Monthly June and July, by THE CHILD WELFARE CO., INC.

Vol. XXVIII

FEBRUARY, 1934

No. 6

CONTENTS

	PAGE
CARRYING ON— <i>The President's Message for February</i>	
OUR DEBT TO OUR CHILDREN	Minnie B. Bradford 283
BULLETIN BOARD	Margaret Slattery 284
HOW HEALTH AFFECTS PERSONALITY	Samuel W. Hartwell 289
DIVIDENDS ON DISAGREEMENT	J. McBride Dabbs 294
THE ROBINSON FAMILY: HOW FAR SHOULD JACK AND MOLLIE ROBINSON BE INDEPENDENT?	LeRoy A. Wilkes 299
THE CHILD'S SCHOOL— <i>Parent Education Study Course</i>	Arthur Dean 301
THE MARRIAGE OF MRS. REYNARD— <i>The Children's Hour</i>	305
THE GRIST MILL—EDITORIALS	308
YOUTH AND SOCIAL HYGIENE— <i>A Parent-Teacher Program</i>	310
THE MEANING OF FOUNDERS DAY	Mary L. Langworthy 312
CORA BUSSEY HILLIS—PIONEER	Elizabeth A. Summers 314
AMUSING YOUNG PATIENTS	M. Louise C. Hastings 316
MEALTIME TANTRUMS	Marion R. Farren 320
THE P. T. A. AT WORK	Helen R. Wentworth 324
WHAT DO YOU THINK?	328
CONGRESS COMMENTS	329
BOOKSHELF	Winnifred King Rugg 330
THE QUESTION BOX	Marion L. Faegre 332
FACTS ABOUT MOTION PICTURES	Catherine Cooke Gilman 333
CONSULTATION SERVICE	334
CONCERNING CONTRIBUTORS	335
FROM OUR READERS	335

Officers of THE CHILD WELFARE CO., INC.

MRS. CHAS. H. REMINGTON, *President*
MRS. HUGH BRADFORD, *Vice-President*
MRS. GEORGE WERTSNER, *Treasurer*
MISS RUTH A. BOTTOMLY, *Secretary*

DIRECTORS

MRS. HUGH BRADFORD
MISS RUTH BOTTOMLY
MR. NEWELL EDSON
MRS. B. I. ELLIOTT
MR. J. W. FAUST
MRS. FREDERICK HOSMER
MRS. MORLEY V. KERNS
MRS. B. F. LANGWORTHY
MRS. E. C. MASON
MRS. J. K. PETTENGILL
MRS. CHAS. H. REMINGTON
MISS ELEANOR TWISS
MRS. GEORGE WERTSNER

EDITORIAL STAFF

MARTHA SPRAGUE MASON, *Editor*
ADA HART ARLITT, *Associate Editor*
MARION L. FAEGRE, *Associate Editor*
ANNA H. HAYES, *Associate Editor*
GARRY CLEVELAND MYERS, *Associate Editor*
CATHERYNE COOKE GILMAN, *Contributing Editor*
WINNIFRED KING RUGG, *Contributing Editor*
HELEN M. WENTWORTH, *Contributing Editor*
FRANCES ULLMAN, *Assistant Editor*

EDITORIAL OFFICES

8 GROVE ST., WINCHESTER, MASSACHUSETTS

CHILD WELFARE MAGAZINE

EXECUTIVE AND SUBSCRIPTION OFFICES:
1201 16TH STREET, N. W., WASHINGTON, D. C.

Business Manager, ELEANOR TWISS
Circulation Manager, MARY A. FERRE

Copyright, 1934, by the Child Welfare Company, Inc.

SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer to Congress units. No allowance for notary fee; checks on banks outside United States should include collections fee.

MEMBER OF THE AUDIT BUREAU
OF CIRCULATIONS



Entered as Second-Class Matter at the Post Office, Washington, D. C., under Act of March 3, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses.



Courtesy Museum of Fine Arts, Boston

"THE TORN HAT"

From a Painting by
THOMAS SULLY

CARRYING ON

• *The President's Message for February*



THE parent-teacher associations of the United States have persistently sought to promote the welfare of childhood; in times of great stress we have done that which we believed to be necessary and wise. Through this emergency we have as members of an organization gone hand in hand;

COURAGEOUS—because of our faith that the cause we served was deserving of our best efforts;

EXALTED—because we have had a vision of what the world might be for children if the highest and best ideals of mankind could be always the prevailing force;

UNSELFISH—because we have realized that from greed and selfishness have come most of the world's evils;

GRATEFUL—that to us has come faith that whatever our service may be, great or small, it goes toward the building of a better world.

THE plan of the National Congress grows in our minds and hearts with increasing beauty and strength. From our founders have come the inspiration and the ideals. It is ours to carry on, whatever conditions may confront us.

TO Him to whom we entrust our being we give thanks that it has been ours to guide little children; we pledge ourselves to their service with loyalty, affection, and devotion.

Minnie B. Bradford

President, National Congress of Parents and Teachers.



Drawings by
Iris Beatty Johnson

Community and parents are both paying their debt to this baby

LAST night at six-fifteen in the Women's and Children's Hospital a boy was born. This morning he lies dressed and tagged in a tiny white crib. His excited little sister, aged three, is soon to catch her first glimpse of him. His mother, resting comfortably, is thinking many things—rejoicing that it is a son who lies there in the airy room at the end of the hall. The nurse has just told her that the boy is a perfect child. The doctor said the same thing to the young father now receiving congratulations in his office. Both parents have begun already to make definite plans for their son—and well they may.

It is strange how the idea that children owe to their parents a debt that never can be fully paid has persisted through all these centuries. The reaction that has come of late years is a wholesome one. The little fellow lying there in the white crib is not a debtor. His parents owe the debt. He is the creditor. Society, too, owes him a debt. The parents of this particular baby have already paid their first installment on their debt to him. He is a perfect child—he has been well born. Society has also paid the first installment on its debt to this particular child. It has provided in this well-equipped hospital a place where, by the payment of a reasonable sum, this boy might find his way safely

OUR DEBT TO

What the Home and the
the Child and How They

By MARGARET SLATTERY

into the world without injury to his mother. These particular parents and this particular community have done their duty and they have done it well. The nation of which they are a part should congratulate them.

About two hundred and fifty miles away in the hills, a boy born last night lies on a pile of rough blankets, across two chairs in the kitchen. He is a thin, scrawny little fellow. His sister, fifteen years old, has done the best she can for him. His mother lies in a small, dark bedroom. His crying cannot disturb her now. There was not a clinic within a hundred miles to give her advice or help—and she was very tired. This was her ninth child. She gave her life for him. Her husband does not yet know. He is in the mines. They have sent him word. The little fellow lying on the blanket is a creditor. Society is his debtor. His parents, through no fault of their own, have failed him. They have not been able to pay the first installment on the debt to him. The community has failed him; there was no place where he could come safely into the world without danger to his mother.

The night that brought these two American citizens into the world brought also two others. One was born into the midst of great luxury. He was not welcomed by his mother, for he had interfered seriously with her plans. He was a very frail little boy and the doctor looked troubled as he examined him. His father celebrated his arrival by a party. He and his friends spent the remainder of the night drinking and gambling at a roadhouse. He drove

OUR CHILDREN

Community Owe to May Pay Their Debt

home in the early morning. There was an accident. Four men were injured. One was a careful driver of a milk delivery wagon. He had three children of his own. Both the father and the mother of the new baby in the crib of luxury have failed to pay the first installment on the debt. The community has failed, too. There are laws to take care of the roadhouse and laws to take care of a tipsy driver who had twice had his license revoked—then restored—but the community was not enforcing laws.

The other boy who found his way into the world that night at six o'clock was born in a crowded tenement district in a hospital made inefficient by graft. It was one of the "footballs" of the two political parties. The boy's mother had plenty of money but she did not know how to use it. His father was the leader of a successful gang. They robbed on a large scale. He had just a glimpse of his small son and was proud and pleased. Before celebrating the birth of his heir he must "do a job." The citizen involved in that "job" resisted and it was necessary to do some shooting. The father of the little boy escaped the police but it would be a long time before he would dare venture again to look at his son. The boy is a creditor. Both his parents and the community have failed him in the payment of the first installment on the debt.

Four *American citizens* born that night under such widely differing circumstances! They will grow. They will be ten years old—and twenty-one. They will write the story of America.

These are the *facts* that you must face



Community and parents have failed this waif

—you who read this page and who yourselves have probably paid in full the first installment, and far more, on the debt you owe to your child. But it is clear that you cannot by your own efforts alone pay your debt to him. The community also must pay—or fail to pay. That is why parents have the right to make certain definite demands of their communities on behalf of their children. They have a right to organize and to speak together wisely, forcefully, and intelligently that society's debts owed to all children may be paid.

WITH their own personal debts to their children most parents are familiar. They know that their child has a right to a happy, normal babyhood—good food, comfortable clothing suitable for the hot and cold seasons, fresh air, plenty of sleep, a regular routine. Countless parents deserve the highest possible credit for the way in which they meet these rightful demands of normal babyhood. During the depression parents have made noble, heroic efforts to give these things to the babies

who have come into the world in dark and difficult days. Most parents know that as the baby develops into young childhood the forming of right habits is of the greatest importance—absolutely essential to the child's highest development. Good habits will prove a wonderful help to a child all through his life. Countless parents with infinite patience and self-sacrifice are at work on this task of forming right habits—and it does take *patience*. Right habits of standing, speaking, response to commands, established early in life will save many clashes later on.

Parents today are watching themselves. How hard it is not to boast of the child's accomplishments—his cute ways, his "smartness," his superiority to other children; but they realize now that little ears

are very keen. They watch their words. That young father who stopped, horrified, in the midst of shaving when he heard his sunny little three-year-old say to a visiting cousin, "What the hell did you take mine for?" did some thinking.

"I suppose," he said, "I have used that expression a thousand times without noticing. It sounded very different on the lips of my three-year-old son. My vocabulary is improving—and it means some work to improve it, believe me."

Parents are beginning to understand that no child brought up in a mismanaged, quarrelsome, unhappy home can be as well fitted to meet life as the child of a home where things run smoothly and where parents' relationships to each other are happy. A home where constant quar-

rels and bickerings are the rule does not and cannot pay its debt to a child. *Parents are beginning really to believe that good character expressed in the normal child's happy responses to the interests of his age does not just happen, but is the effect of causes—the result of training and environment.* The fact that more and more parents are looking frankly at cause and effect explains in part the popularity of mothers' clubs and parent-teacher associations as well as the sale of books relating to parent and child training and the constant call for such books and magazines at public libraries. There is a deepening *sense* of the debt which those who bring life into the world owe to that life. There are, of course, careless and indifferent parents. There are those who show little evidence of common sense or appreciation of their task, but the increasing number



The driver of the milk wagon, who was the father of three children, was seriously injured

of parents who meet it with intelligence and devotion gives courage to all who want to see his inalienable rights given to every child.

IN child training, as in everything else which Americans do, there is the temptation to go to extremes. Americans like to go the whole way. One who has studied our efforts to understand the children and youth of this day is conscious that there has developed, especially in relation to the teen years, a sympathetic understanding on the part of adults; but, alas, there is often a more *sympathetic* than *intelligent* understanding. An understanding of youth which leaves out a sense of justice, the necessity for unselfishness, respect, and consideration for the rights of others will not be a helpful understanding. It will do more harm than good. The growing child must more and more find himself a *part of society*. It is not fair to leave him without the training necessary to play that part.

A delinquent youth of twenty-two recently trampled upon every right of others. His act revealed selfishness, absolutely no respect for the rights of others, bravado, extreme cruelty. Yet the man who pleaded for him in court said, "This boy is young and he must be dealt with sympathetically." As a matter of fact, the prisoner was *not* a boy; he was a man. His case must be met with intelligence. Every contributing cause of his delinquency must be considered, but without maudlin sentimentality under the guise of sympathetic understanding. Such "understanding" is only an indication of weakness and lack of true judgment.

Unless boys and girls of twelve to sixteen are met with intelligent, sympathetic understanding, parents fail in the payment of their debt and the community fails as well. If the sympathetic understanding is intelligent there will be in it a recognition of the fact of consequences, a sense of re-

sponsibility for action, and kindly firmness in the training for self-mastery and self-control.

A boy of sixteen who during the past summer broke three traffic laws in succession and was caught said to friends, "Oh, Mother is a good pal, she understands. She can work Dad all right and he's got a pull. Don't worry." That mother may have had sympathetic understanding but it was not intelligent. It is possible that she lacked capacity for that type of friendship with her son which would recognize the fact of right and wrong. For regardless of what he might do, he thought of her merely as someone who, because she was a good pal, could be counted on to get him out of trouble. He expressed no regret for the broken traffic rules and did not seem to realize the menace he had been to that crowded line of cars. Instead he boasted of his speed and of the chase he gave "the cops" before he was caught. America just now is paying a heavy penalty for this type of sympathetic understanding which because it lacks intelligence condones the breaking of law.

True sympathy with and for childhood and youth which will register in firm, absolutely fair treatment and just and generous consideration will pay the debt which parents owe to those whom they have brought into the world. Weakness, sentimentality, laziness, constant avoidance of responsibility will leave the parent a hopeless debtor, both to his child and to his country.

BUT we must emphasize again the fact that when the parent has done his utmost, the community remains with its heavy debt. At the present moment in American life many communities are, we might say, in the hands of the receiver. Their assets are frozen. Extravagance and waste, accompanied often by graft and

dishonesty on the part of officials and allied groups of citizens, have left the educational system with its invaluable contribution to childhood and youth badly crippled—here and there, paralyzed. A whole generation is passing with the communities' debt to it unpaid. Welfare organizations are greatly handicapped by lack of support. Every sort of petty crime of the slot-machine type flourishes. In some sections of great cities the children will never recover from the fear complexes caused by kidnapped children—their companions in school. The cheapest movies persistently create pictures in their imaginations against which good training in the home struggles desperately. Only here and there can the public schools, church schools, and kindred organizations, by the idealism they try to awaken, hold the lines firm against the onslaught of the highly commercialized interests which stab at the heart of American traditions of honor and character.

Parents must stand together and speak in no uncertain tone if the debt the com-

munity owes to its children is to be met by even initial payments in this generation. Parents have a right to make their demands so insistent and persistent that no entrenched commercial greed can withstand them.

Every parent who has successfully brought through the early teens a boy or a girl and given him or her to the world, honest, wholesome, normal, happy, with a love of life and joy in it, has paid his debt both to his child and to society. This nation owes to such parents its very life. This nation owes to such parents every assistance possible in their task and every honor when it is successfully accomplished. Some day the world will learn that nations are not built by silver or gold, nor by trade pacts, nor by armed forces supposedly able to protect them, but by citizens of high character trained and developed in homes where adequate education and true religion have dominated the lives of parents who have fully paid their debt to the children they have given to the world.

BULLETIN BOARD

RADIO BROADCASTS*

February 2 — "Restless Young People." Alida C. Bowler, Chairman of Committee on Juvenile Protection, N. C. P. T.; Director of Delinquency Unit, U. S. Children's Bureau

February 9 — "Valentines." Newell W. Edson, Chairman of Committee on Social Hygiene, N. C. P. T.; Staff Member, American Social Hygiene Association

February 16 — "Health Habits of the High School Student" — An Interview. Dr. Caroline Hedger, Elizabeth McCormick Memorial Fund, Chicago; and Mary E. Murphy, Chairman of Committee on Child Hygiene, N. C. P. T., and Director of the Elizabeth McCormick Memorial Fund

February 17 — Founders Day, National Congress of Parents and Teachers

February 23-March 1 — Annual Meeting, Department of Superintendence of the National Education Association, Cleveland

*During the Radio Review broadcast over WEAJ and affiliated stations of the Red Network of the National Broadcasting Company at 3:30-4 p. m., Eastern Standard Time.

HOW HEALTH AFFECTS PERSONALITY

What Effects Health and Contacts With
Physicians May Have On Children

By SAMUEL W. HARTWELL, M. D.

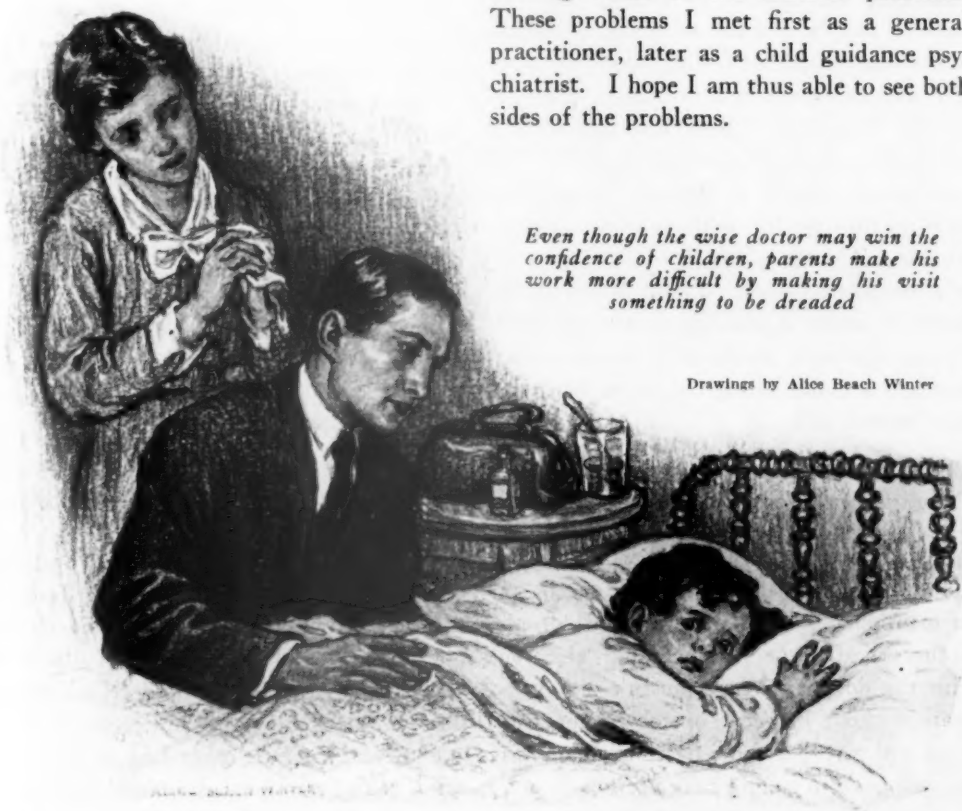
PARENTS who believe in carefully watching their children's health and in doing everything they can to prevent diseases or to correct abnormalities in the child's body will do well to remember that the experiences a child has in retaining or regaining health are apt to be of great emotional importance to him. These experiences carry possibilities of creating conflicts and fears

in the child's mind that will do him harm; and they also offer him opportunities of learning to face life in a courageous, understanding way.

As is true in all situations involving both children and adults, the attitude of adults themselves and the emotions which they experience when their children's health is involved are a very important part of the picture. I propose to discuss under various headings some of the concrete problems. These problems I met first as a general practitioner, later as a child guidance psychiatrist. I hope I am thus able to see both sides of the problems.

Even though the wise doctor may win the confidence of children, parents make his work more difficult by making his visit something to be dreaded

Drawings by Alice Beach Winter



Attitude Toward Disease and Abnormalities

IN some families questions of health are avoided. If one child in the family has a curved spine, or asthma, or a heart that must be watched, the matter is discussed in whispers like some mysterious, terrible thing which must be forgotten if possible, and ignored as much as possible. This is always unwise. In other families these matters are openly spoken of when occasion arises.

John, who cannot play rough games, is allowed to go with his dad today, even though he was the one to go yesterday. At lunch Paul says, "You're a lucky guy. I wish I had a weak heart," and everybody, including John, laughs. This takes some of the confusion, fear, and dread out of the situation for all of them.

The way the child who is in some way ill or handicapped feels about his illness or handicap, the amount of courage he will have to face it, and his ability to avoid the unfortunate habit of feeling sorry for himself will be determined in a large measure by this important family attitude toward the child's physical condition in particular and toward disease in general. Few children go through life without some physical trouble. This should be openly recognized, in a casual way expected, and prepared for before it comes, if possible, so that the child will not have the handicap of an oppressing fear and a conditioning confusion when he does become sick.

The Family Attitude Toward the Doctor

IT would seem that the family attitude toward the doctor scarcely needs to be mentioned. Still, one frequently finds mothers and fathers threatening children with the doctor. Mary mustn't play outdoors without her coat or the doctor will come and give her some nasty medicine, or she will have to go and have her tonsils out.

Sometimes it happens that the doctor is the kind of man who so wins the child that the child can afterward laugh at his parents' foolish efforts to control his behavior by fear. But more often it happens that the doctor is seriously handicapped in his task with the sick or injured child when in the child's mind his coming has been something to dread.

If parents want to impress upon the child that the doctor's visit is an event to be feared, let them do so on the basis of the doctor's fee rather than on what the doctor will say or do when he comes.

Correct Emphasis on Hygiene and Health

LITTLE need be said about underemphasis of health matters. In most families where matters of health are neglected other things also are neglected. The child under such circumstances is of course in danger of feeling unloved and not a part of his situation. One sees this response in children sometimes because of neglected teeth. In a child guidance clinic it is not uncommon to hear a child who is trying to excuse the poor condition of his teeth, make a direct or implied criticism of his parents for not having made it possible for him to have them cared for. A child needs to feel that he is important not only to his parents and to himself but to others outside of the home. To have his parents neglect his body in ways observable to others and at the same time pet and baby him makes it difficult for the child to grow up emotionally in a normal and happy way.

There is much more danger of bringing conflicts or creating confusions or feelings of inferiority in a child's mind by overtreatment and overemphasizing physical illness or abnormality than by underemphasizing them. There are few families which have not at some time or other had to face in a child some emotional problem that is a

carry-over from an illness which the child has suffered. When the illness is serious, the danger of overemphasizing its importance must be ignored, but the parents should be very careful not to ignore this danger more than is necessary, and they should also be careful in choosing as a physician for their children a man who recognizes this fact. One of the most constructive and hopeful signs of the times is that the pediatricians and child guidance psychiatrists are becoming more closely associated all the time.

When the six-year-old has pneumonia and the crisis is approaching, the parents cannot successfully pretend to the child that they are not worried. When he has a broken leg the child must sometimes be given his own way. Restlessness and irritability interfere with the proper healing of the broken bone. It is neither necessary nor wise for parents of a child who is bitten by a mad dog to pretend that they are not concerned. But it is not necessary for the child who has a cold or the mumps to be spoiled by having every whim gratified.

There are some rather common situations of health and hygiene that perhaps can best be discussed individually. Circumstances and the personalities of both the child and his adult alter cases, but a doctor sees some common types of mistakes which parents frequently make, and these may be pointed out. In general it may be said that children who have had a fairly normal emotional experience do not like to have their casual friends and acquaintances know

about any physical difficulties or weaknesses. Each normal child will have, and should have, a few intimate friends even among other children whom he can trust and to whom he will tell his secrets. When parents, in behalf of their child's health, make his trouble a matter of common knowledge, they should be prepared to help the child deal with the emotional problems



The sympathetic oculist can make the wearing of glasses much easier to bear

which may arise as a result of such publicity.

Glasses

CHILDREN, boys especially, do not like to wear glasses. It interferes with their games. Their playmates are apt to ridicule them and frequently give them nicknames to fit their appearance when

wearing glasses. Many children with a tendency already deep in their personalities to feel inferior often have it profoundly increased by being obliged to wear spectacles.

I know a wise oculist who, when he finds out that an adolescent boy has a minor refractive error, talks privately to the child and tries to determine the child's attitude toward the wearing of glasses before he decides whether it is best to put them on him. Then, if he fears the boy will be psychologically harmed, he says to him: "John, your eyes are not quite as strong as I wish they were. Perhaps I ought to give you glasses, but I know how you feel about it. I'll tell you what we'll do. You do the things that I'm going to tell you to do to take good care of your eyes, and we'll wait a while. I know I wouldn't want to wear glasses myself when the football season is coming on, and I have a lot of sympathy for a boy who doesn't." This oculist is not only helping John with his emotional problems but he is also creating for himself a place in John's esteem and respect so that when later he does fit him, if he finds it best, John believes the glasses must be necessary. And when the doctor says to him, "Well, John, I don't believe they will bother you so much, after all," John is inclined to feel that way about it himself because the doctor seems to "know how a kid feels."

I find it very difficult to have patience with a mother I know who has glasses on all of her children—none of whom has an error of more than 10 per cent in distance vision—and constantly points out to her friends that she and her husband believe in looking after the health of their children. All of these children try at all times to avoid wearing their glasses. Two of them have developed a feeling of inferiority and the other one is misbehaving to avoid facing her uncertainty as to whether her parents love her or not.

When a child is made to do something

he doesn't want to do, he should if possible be given some reason for doing it which he recognizes as valid. When it becomes necessary for children to wear glasses for the first time, some pains should be taken by adults to help the boy feel that glasses will not be too much of a handicap in play, and the girl that they will not disfigure her looks too much. One should not lie to a child to accomplish this and if Mary does look like an owl when she puts on her glasses, the family should have a good laugh first *with* her and not let the laughter come from the more threatening people on the outside.

Braces

THE same principle which applies to the wearing of glasses also applies to braces. It is a wise orthopedist who gives his young patient an opportunity to try for a short time, or longer if nothing is lost thereby, to overcome his difficulties if possible by exercises and massage, and thus to have time to prepare himself emotionally for the wearing of the brace. I have known a number of cases where a child who has not recognized anything wrong about himself has been fitted on the first examination with a noticeable appliance and has developed considerable emotional confusion and conflict about it. A slight delay in these cases often will not interfere with the treatment and it will give the parents and the doctor time to prepare the child emotionally for the wearing of the appliance.

Food Problems

MANY children have difficulty in digesting certain foods, making it necessary to avoid these foods. Other children have protein idiosyncrasies, such as the inability to eat eggs or food mixtures in which eggs are used. Adults frequently fail to realize how great a handicap this is to the child,

who not only has to avoid things that he wants to eat but becomes noticeably different from others in his eating habits. If such a child is to be taken to a strange place to eat it is usually a good plan for the parents to state the facts frankly and without apology. It is best for the child to hear what the mother says to the hostess. Explanations can usually be made in a humorous or jovial way. It is always unwise to expect a child to go through meals and avoid forbidden articles of diet for any reason other than the true one.

Acute Illnesses

MOST children have had some acute illness. These children have been emotionally conditioned and the mood that comes to them when they realize they are ill—or when they fear an illness to which they have been exposed—will be determined largely by the way they have felt about the other illnesses. Parents usually have had opportunities during cases of minor illness to prepare a child to meet without fear, confusion, or a feeling of being borne down by fate any serious illness that he may have.

When a doctor knows that a child is going to be seriously sick, one of the first things he takes into consideration is the mental attitude of the parents toward disease. He knows that in some measure, at least, the child will have the same attitude. Most children who are ill recover. Parents should remember this. They should not do or say things before the brothers and sisters of the sick child that will make the other children feel that death is apt to occur, until their physician tells them that they should do so.

It is rather wise in dealing with children to keep some kind of budget of their time and in talking with them about the year ahead to tell them that there will be some days on which they may be ill, and that illness is, after all, part of the general scheme of life. This should be done wisely,

of course, because there is danger of creating in the child a belief that he is sure to be ill. There is much less danger in this procedure, however, than there is in letting the child feel when he is ill that in some way he has been discriminated against by fate.

Operations

FEW families avoid completely the need of surgical operations of one kind or another. It is a wise plan for the parents to discuss operations occasionally. They can avoid speaking of them as tragedies. They should try to take the same attitude toward such operations as the removal of tonsils and adenoids as they do toward an attack of measles. The statement casually made to the children of the family, "Well, maybe a few of you will be lucky enough to avoid catching the measles or miss the experience of having your tonsils and adenoids removed. Things like that do happen to most boys and girls and they probably will to you," will often not only prevent fear and unhappiness for the children but will also make the doctor's work with them easier.

An attempt should be made to create the same attitude toward broken bones and other play accidents. The father who says to his boys, "Of course I want you to play football. Out of my four boys I know that one will probably have a broken arm or leg, but we might be lucky and not have any," will find that his boys are able to keep in mind the danger of a broken leg without being unhappy and therefore will be much less likely to get one than will the boys of the father who says, "I suppose I'll have to let you play until some accident happens and then you will see a good reason why you shouldn't." The boys of a father who takes the second attitude forget that there is such a thing as a broken leg, in order to enjoy the game.

The same thing may be said about the

(Continued on page 328)

DIVIDENDS ON DISAGREEMENT

Honest Differences of Opinion May
Be Made to Yield Rich Returns

By J. McBRIDE DABBS

I HAVE a friend who is noted for his quiet assurance in trouble. Once I said to him, "You have seen your share of failure, and more than your share of criticism. How is it that you are so self-contained and calm about it?"

"Well," he replied, "I suppose I—and my brothers and sisters—are what you might call dividends on disagreement." Then, noting my blank look, "You see, our parents disagreed."

I had known his parents well. "You don't mean that their weakness became your strength?"

"No," he replied smiling, "not that. You knew Father and Mother. Think it over."

The phrase "dividends on disagreement" stuck in my mind, and I set myself to figure it out. Though the parents were dead, I remembered them clearly. Their home had been a center of dignity and strength; one of those country homes built around industry, character, and that simple, unexpressive religion that is typical of a long settled farm. But it had never occurred to me that this strength might exist together with disagreement.

Yet, when I recalled their lives in detail, I realized that they had disagreed not merely in details but basically. The mother was a member of an old local family with considerable wealth; the father was an outsider with nothing. She was conservative and satisfied; he was a reformer, bent upon improving first himself, then others. She was easy-spoken and soft-tempered; he, rough and passionate. She was conscientious and apt to worry about the future; he,

though careful in details, was in a way a gambler, intent upon large gains, capable of taking heavy losses. Why, they must have disagreed all the time! Yet I knew that they had been devoted to each other. I had heard him, occasionally, address her in anger; but I had often noticed glances and simple words of affection. Sometimes, his temper flaming, he would blow up. "Frank," she would say, and lay her hand upon his arm, and almost immediately he was silent.

THEN I began to understand. This couple, brought up in homes where character had been honored, taught to face life's difficulties with courage, feeling sure of their mutual love, had accepted their differences as the obstacles necessary for character development. Instead of trying to wipe them out, they had woven them together in a rich and varied pattern. Though urged apart by differences, they had been bound together by love, and, like the stars, had revolved about each other in controlled power.

Unfortunately, many husbands and wives do not accept their differences in this spirit. On the contrary, believing that they can make each other better, each tries to reform the other in his own image. It is a dangerous game, for to win may be to lose. In the process of reformation, one may destroy the very traits that attracted him, and may learn, too late, that "we love the things we love for what they are."

But success in harmonizing differences

can come only to those who are bound together by love. Someone may object, "If they love each other, they will not disagree." I shan't pretend to define love; but I think that those who believe even frequent disagreements incompatible with it forget the unexplored depths that lie beneath it. Love between a man and a woman is *basically* a physical thing. It may *include* the finest flowers of romance, the highest flights of intellectual adventure. But those who make this marriage of minds essential to love are, I think, overintellectual. They have forgotten the mysteries of nature. They are talking as if life were an afternoon tea.

Well, it isn't. It existed before afternoon teas were thought of. If a man and a woman are drawn together by passion—not by mere desire, but by desire touched with imagination, which is passion—so that for each something of glamour surrounds the physical presence of the other and that

presence is a center from which currents flow out into the world until life itself takes meaning from one man or one woman, they need not fear disagreement—unless they are cowards, unwilling to fight for the natural union that is theirs. Let their ideas be worlds apart; if still they seek each other in sympathy or in passion, they are safe. They are nature's children; and nature, as Wordsworth said, "never did betray the heart that loved her."

I SAW now how these parents had gained from their disagreements dividends of character and of happiness. But I had still to learn how these disagreements had so favorably affected the children.

Pondering this question, I asked myself, "What, for the children, is an ideal home?" I recalled, first, a popular conception of the home that is, to my mind, false. This is the belief that the ideal home is a placid harbor shut off from the stormy sea of the world; an Arcadian valley; a lotus isle. Such a conception is, I think, unfair to the world and harmful to the children. There may be deeper peace, joy, and happiness; finer

Family differences of opinion need not be shunned. Acknowledged wisely, they may make valuable contributions to character and happiness



Drawings by Herb Olsen

February, 1934

loyalty and friendship; truer service and more truthfulness in the home than in the world. But the world can show us fine loyalties, also—true service, costly truthfulness, great friendships. It can give us joy in the adventure of business, in the discovery of new lands and new truths, and can bring us happiness in great achievements and great companionships.

As regards the world this conception is untrue, and it is harmful to the children, for it causes them to view life as darker than it is. Life becomes a monster, to be fawned upon and humored, to be faced indeed when absolutely necessary, but soon to be deserted for the safe walls of home. Such a view makes of living a continual defense. I doubt if those parents who are succeeding in society implant in their children the idea that home is merely a city of refuge in a hostile world.

But more harmful to the children than this idea of a hostile world is the entire lack of preparation for dealing with this world. The world is brighter than these lotus-island homemakers believe. But it is no place for weaklings. It taxes the wisdom, the courage, the endurance of mature men and women. Some of them it destroys. But it makes the strong more strong, the wise wiser.

I once heard a mother say, "I want my child to be happy at home. She will have so much trouble in the world." Aye, she will. For that mother meant, "I want her to have no duties, cares, responsibilities at home. Here she shall have perfect peace.

Here she may do as she pleases." And so she does, sleeping late, and shuffling off the common duties of life upon her foolish, devoted mother. But, sooner or later, she will leave the home and go out into the storm. She will have her troubles then. Forced to play a complicated game, the purpose and the rules of which she does not understand, she will fumble and often fail. It would be a kindness to her to start her troubles earlier.

It is a truer conception, I believe, that, for the child, the home is both a part of, and a preparation for, life. It is the best corner of life, but still a place where life's great laws operate; where there is trouble, and where that trouble is faced by parents and by children; where there are individual duties but common interests. The sympathy existing here will be deeper than that in the world; the members will belike



Settling disagreements amicably in childhood helps one to do so later in life

friends who, knowing all about each other, yet love each other. But this sympathy will not be maudlin. Shirking will not be permitted. And, I conclude, there *should* be differences of opinion.

Two kinds of differences of opinion, however, should be avoided. First, those that degenerate into quarrels and nagging; this is no preparation for life. Second, parental disagreements, in the child's presence, over his training. He will find life difficult enough without such confusion. Disagreement here would sap in him the very springs of action. He had better act wrong with some assurance than become a too youthful Hamlet, whose

"Native hue of resolution
Is sicklied o'er with the pale cast of thought."

BUT why should there be any differences of opinion? One of the fundamental lessons that must be learned by the members of a civilized community is that of agreement in disagreement. The savage society sternly shapes its members to the same pattern. As men grow more civilized they learn that it is not necessary for all to be alike; they permit individual differences; they agree to disagree without serious clashing.

Where can we learn best this lesson? Where we learn most lessons that stick—in the home. And we can learn it, on the whole, unconsciously. If in the home there are no differences or struggles, but always perfect agreement, the child goes out into the world unprepared for disagreements, and is shocked and hurt by them. When others disagree with him he is apt to take it as a personal matter, a reflection upon his character, a slur upon himself. He is, therefore, continually attacking others or defending himself. In his own eyes, he stands or falls upon the world's acceptance or rejection of any one of his opinions. This is a terrible and an unnecessary handicap.

If he had seen his parents disagree, amiably but often, and had always felt beneath their differences of opinion, attitude, taste their sincere regard and love drawing them together; if he had found himself from time to time in good-natured disagreement with them or with his brothers and sisters, he would have learned through experience that men may differ on many points and like each other still. He would have learned to stand fearlessly upon his own feet, without either defending himself or attacking another. He would have come to value both himself and others, and the notion that all should be alike would be

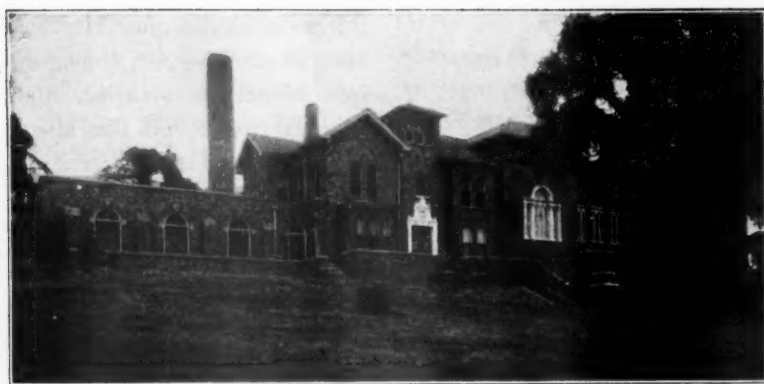
foreign to his thought. He would therefore move at ease, happily, among men different from himself, in a varied, interesting society. He would feel that all men are one, though all men are different. Beneath the variety of customs, he would see the unity of man. In brief, he would be civilized. And all because his parents agreed in disagreement.

So this was my friend's dividend on disagreement. When I saw him again, I asked him if I was right.

"Yes," he replied, "that's about it. But I didn't say," he continued, "that it was easy—clipping those coupons. And it must have been hard on Father and Mother. However, life isn't an easy thing," he added with a smile.

No, it isn't. And marriage, life's richest experience, is, naturally, one of its hardest. But in our better moments we parents do not ask, "Is this difficult?" We ask, "Is it worth while?" For those who sincerely care for each other and have courage, marriage is, regardless of differences, supremely worth while. Better, *because* of the difficulties. There are dividends on disagreement. But to collect these dividends, we must accept the task of harmonizing the differences. This takes courage. But we come of men and women who lived through sterner days than these. Bitter circumstances forced them to sink individual differences in the common good. We can see, now, in their necessity a blessing. Let us, then, choose deliberately the task that circumstances forced upon them. Let us face with courage the creation of wedded lives rich in experience.

And not the least of our reward will be the children; we shall send Johnny and Jane out into a world where everybody is different from everybody else, and yet where somehow they like one another still.



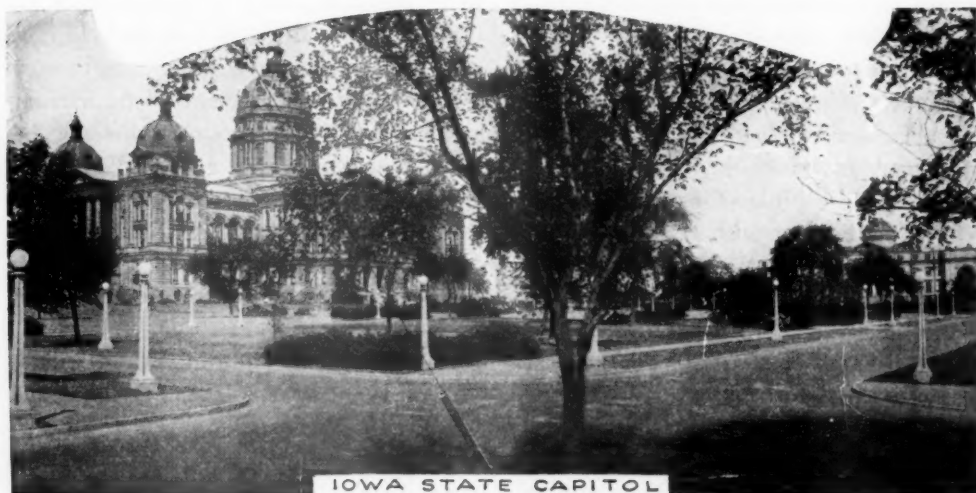
Hoyt Sherman Place, the permanent home of the Des Moines Federation of Women's Clubs, where some of the Convention meetings will be held.

Make a Date to Be at Des Moines, Iowa May 13-19, 1934

FOR THE

Thirty-Eighth Annual Convention of the
National Congress of Parents and Teachers

Theme: The Future of the Forgotten Child



THE ROBINSON FAMILY

By LEROY WILKES, M. D.

VI.

HOW FAR SHOULD JACK AND MOLLIE ROBINSON BE INDEPENDENT?

THE other Saturday afternoon when I was over at the Robinsons', Jack invited me up to his room to see a model of a submarine which he is making. I admired the model, which is really excellent as far as I can tell, and then as I said something about rejoining the rest of the family, Jack stopped me.

"Sit down for a minute, Doctor, will you?" he said. "There's something I'd like to ask you."

Of course I sat down and waited to hear what it might be. Jack fidgeted about the room for a few moments without saying anything. Then, suddenly making up his mind, he plumped himself down on the bed and looked at me.

"Doctor," he burst out, "I want to quit school!"

"But, Jack," I said, "I thought you were planning to go to college and take up engineering."

Jack rumbled his hair and grinned.

"We-l-l, that's been the idea, but——" he hesitated, and then went on with a rush. "You see it's like this. I'm turned sixteen, and I'm the oldest, and, well, I'm tired of being a kid and hanging around books. I want to go to work and quit being a total loss!"

I nodded.

"Have you spoken to your father?" I asked.

"That's just it," replied Jack. "I've told Dad and he won't hear of it. Says there's no hurry and I'd better stick to school while I can. But, Doctor, how'm I ever going

to make my own way if they don't let me *begin*? I'm not a *child* any longer!"

These adolescent children! They think they're so grown up, and they're so ready to plunge into things regardless of consequences. And we adults are so anxious to save them from the consequences.

Of course I promised Jack to talk things over with his father and mother, though I couldn't promise to be wholly on his side. And that evening after the children had gone to bed we did talk over the whole question of independence as it concerned Jack and his sister Mollie who is just entering her adolescent years. There is nothing of the old-fashioned "heavy father" about Mr. Robinson, nor is Mrs. Robinson the kind of mother who whines and talks of ingratitude when her children refuse to do exactly as she wishes. But both of them have been quite seriously upset at times over the rudeness, the obstinacy, the thoughtlessness, the "know-it-all" attitude that both Jack and Mollie sometimes exhibit. They were glad, I think, to air their difficulties, though I must say that we all laughed at some of the clashes of wills that had taken place.

That same laughter reassured me as much as anything that there would be no serious upsets between Mr. and Mrs. Robinson and their "teen age" youngsters. A sense of humor is one of the most valuable assets that parents of adolescent children can have, for it enables them to keep a fair perspective and not "go off the deep end," as Jack would no doubt express it.

At the same time it was obvious that there were difficulties which had to be met and overcome if the peace of the Robinson home was to be preserved. Not only does Jack want to leave school and get a job, but Mollie is developing what Mrs. Robinson calls "crazy" ideas about clothes. She revolts against her mother's choice of sensible shoes, dresses, hats, and wants to look like the movie stars in her favorite magazine. Mrs. Robinson told how not long ago she had even found a lipstick in Mollie's bureau drawer, and how in disgust she had thrown it into the fire, much to Mollie's resentment. Moreover, Mr. Robinson admitted that he didn't like some of the older boys with whom Jack was going around, and that he had even forbidden Jack to have anything to do with one of them who had been in trouble over some petty thievery.

The question, of course, was "How far should Jack and Mollie be allowed to go their own way, and when should Mother and Father put the parental foot down hard?"

"After all," Mrs. Robinson rather ruefully remarked, "are we *never* to be considered?"

I AGREED that of course they *were* to be considered, and ventured the opinion that perhaps consideration was the answer to their problems—that is, *mutual* consideration. Both Jack and Mollie Robinson are intelligent youngsters. They have been encouraged all their lives to take a certain amount of responsibility with regard to allowances, household chores, and so on, and by and large they're pretty level-headed. It

seems to me that their father and mother would do well to meet them halfway. If Mr. and Mrs. Robinson will take time to listen to Jack's and Mollie's ideas, if they will adopt a "man to man" attitude and be patient with the children's inexperience, the chances are that Jack and Mollie will in turn listen to them. Mutual respect and mutual consideration are, in my opinion, the surest bond between adolescent youngsters and their parents.

Furthermore, I would suggest that Jack and Mollie be allowed to carry out some of their queer ideas, so long as they are not likely to cause permanent harm. If Jack is allowed to invite his doubtful friends to his house and sees them against the background of his own home, I think he is smart enough to draw his own conclusions. And I think Mollie is quite right to want to choose her own clothes. And the best way of teaching her how to do so is to let her make a few mistakes and put up with the consequences.

In fact, I believe that adolescence is the right time for making mistakes and for learning not to make them a second time. I feel safe in suggesting my conviction to Mr. and Mrs. Robinson because I know that their youngsters have had as wholesome and as comprehensive training as any children could have, and I think that now is the time for them to sit back a bit and see how that training will work.

In short, I advised Mr. and Mrs. Robinson to let Jack and Mollie *feel* as independent as they liked, and to *be* as independent as they could, provided the rest of the household didn't suffer and provided they were willing to take the consequences.

Next Month: Nancy Robinson Attends the Summer Round-Up

MILLIONS of people, presumably, are going to have in the near future, whether they want it or not, more time off than they ever dreamed of. An entire nation which has never learned to play has been presented with the gift of leisure. Our playing is, for the most part, done by proxy. We make paid entertainers rich by our inexperience in amusing ourselves."—EARNEST ELMO CALKINS.

THE CHILD'S SCHOOL

A Discussion of the Effect That Schools and School Life May Have on Children's Characters

By ARTHUR DEAN

ALL over America we had a school building boom—buildings with every attention paid to light, heat, ventilation, and safety, built on plots which are ample for playgrounds and athletics.

To many these buildings are wonderful, especially when the high cost is advertised; when one has examined the heating plant; when one has heard about the number of cubic feet of air which is turned over every minute per pupil; when one has been informed as to the depth of the swimming pool, the chemicals used to purify it, and the amount of heat required to warm the water; when one has learned the capacity of the gymnasium and the assembly hall, and how the architect has devised a plan where-by the gymnasium and hall can be combined for athletic games; and so forth and so on.

I have never been greatly impressed by these new school buildings any more than I am impressed by the factory type of office skyscrapers, or the Radio City outfit in New York City. I appreciate that this is rank heresy and needs explanation.

The explanation of my feelings is this: For many years I was behind the scenes in this school building business and I know quite a bit about the type of thinking which went into these buildings. I will assure you it was the engineering and the administrative mind which dominated, and not the mind of a true

educator. These school administrators started with "cost per cubic foot" and ended with "cost per cubic foot." They thought in terms of slate, air, concrete, trimmings, heat, light, and bigness. I am perfectly willing to state abruptly, if not even rudely, that they thought of materials primarily and not of children.

Education through the "administrative" educator has become extremely materialistic. It has developed into a "big business," with all the evils of such procedure. It has talked in dollars and reported in statistics. It has emphasized quantity and not quality. In short, education has been put on a factory basis.

Strong language, you say. In your town or city it is different, you say. Good for you and your community! I know of such communities myself. I have seen a modern school building which had a smile in it as I walked through the entrance, as well as a brass tablet giving the names of the school committee. I have seen school buildings set on rolling land with naturalized landscaping instead of a dead level grass plot bear-

ing the unseen sign, "The appropriation gave out before we could fix up the grounds and we are waiting for the P. T. A. to plant trees and shrubbery for us."

I have seen the inside of a school which had human pictures for little human beings, and not brass-

This is the sixth lesson in the Parent Education Study Course, DEVELOPING CHARACTER IN YOUR CHILD, under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education. The seventh article will be "The Child's Community," by Ernest R. Groves.

February, 1934

301

plated "given by So-and-So" classic pictures suitable only for the Greek or Latin recitation rooms. I have even seen a figure of Theodore Roosevelt greeting me as I entered the school lobby of a high school instead of a statue of Julius Caesar. Yes, and once I saw these words over the arch of the stage of a junior high school: "Dedicated to the Spirit of Adolescent Youth."

Congratulations to those of you who are able to prove that I am wrong when I say that, generally speaking, American education has become altogether too materialistic, and that statistics, reports, buildings, per capita costs of janitor service, and so forth have overshadowed that spiritual and aesthetic beauty which should be behind every building, every teacher teaching, and every subject taught.

As I write this article, I find in the New York *Times* the following statement from Dean Russell of Teachers College, Columbia University, New York City: "One of the best things which will come out of this depression will be a soft pedal on the materialistic trend in the teaching profession." I say, "Amen."

The School Buildings

Now directly to my subject without any "neverthelesses" or "on-the-other-hands."

1. School buildings should be architecturally beautiful as well as statistically perfect. Their land area should be ample for naturalized landscaping, on part of which

1. Why should school buildings be architecturally beautiful?
2. What influence may teachers' characters and dress have upon their pupils?
3. What valuable lessons may children learn from their studies in addition to facts and figures?
4. Thinking back over your school years, what teachers had the most influence over you and the most lasting effect on your lives? Why?

PROJECT

Study the schools your children attend. If a good picture in this room, a nice statuette in that would benefit the children, suggest that the school board provide them the next time they have a few dollars left over from some item in the budget.

children are not to walk because they are learning that "public property is a public trust."

2. Schoolrooms should be beautiful. This means that they should have pictures which are adapted to the grades represented in the room. Little children are not interested in falling temples or cathedral spires. Remington's Indians and Rosa Bonheur's horses have more place in the eyes of youngsters.

Every high school should have at least one English room which typifies English literature; its pictures should represent such scenes as Shakespeare's birthplace, Poe's little cottage in New York, Brown-ing's Italy, and Emerson's Concord. I wish every English room might look like "English" and not like algebra.

The art room ought to look like a studio and not like a room in which one could just as well teach bookkeeping in the next period.

Space forbids enlargement of this idea. Some schoolrooms are beautiful in that they represent the beauty of the subject being taught.

The Teachers

THE teacher herself ought to be beautiful. It is not a question of age, or whether or not she is married, or whether or not she holds the highest degree to prove her erudition. Rather, it is a matter of beauty of voice and of spirit behind the voice. "Take your seat, you scallawag" is not beautiful; nor is it beautiful to say, "Of

all the mutts I've had in my classes, you are the worst." This is not beauty even though the teacher may be the winner of a beauty contest.

Teachers have a perfect right to dress well and to wear the "latest." I wish, however, that the flapper teacher might tone down some of her jar and bottle and compact beauty. I wish she might be an example of true beauty, of good taste, and of common sense. In fact, I have been somewhat disappointed to observe that some women teachers are coloring their nails so they look like talons, and I am quite sure that if I were a small boy and the teacher put her hand on my shoulder, either as a mark of affection or as an act of discipline, I should cringe most violently. And if her lips were painted in such a way as to make her mouth look like a slit in a letter box, I should not quite take a fancy to the words which came out of the slit, even if those words were cultured and beautiful.

Yes, there's a place for beauty and the aesthetic in the teacher.

The Children

THERE'S a place for beauty in children. Sometimes I am almost dumbfounded by their eagerness for beauty. I have been stopped on the streets of the East side of New York when I returned from the country with bunches of bittersweet or meadow flag, to hear them say, "Mister, mister, please give me one."

When I see a girl bedecked, bedaubed, and almost bedamned with overemphasized and overdone cosmetic treatment, I realize that she, too, is seeking color and trying to decorate. Poor thing! Let's help her.

Let's push this desire for beauty and for color further by taking a little off their faces and putting some into their voices, some into their eyes—eager eyes that seek for knowledge and good fun and humor; into their ears that want to hear beautiful, and not

coarse, things; into their hands that want to eat aesthetically and not piggishly; and into their bodies that want to be pure and clean, and not merely athletic. Yes, young people should be beautiful.

The Course of Study

THE course of study should be beautiful, and it certainly is not. When the emphasis in history is on battles, conquerings, international jealousies, intrigues, one can hardly say that history is beautiful or helps to make beautiful people.

When English tears a book to pieces through an analysis which makes a student forever afterward hate the words "English literature," surely such teaching is not making English beautiful, or the souls of those studying it beautiful.

When art gets no further than the designing of posters drawn by girls who themselves are anything but an advertisement of beauty, in either their behavior or their looks, surely as yet art teaching is not beautiful.

When cooking for credits becomes the only aim of a girl who takes domestic science and who when she gets home refuses to help her mother around the house—surely such domestic science and art is not beautiful.

You may finish the other subjects yourself.

The report cards ought to be more beautiful. Percentages are never particularly beautiful even when they represent high marks. Because beyond the mark, whether it be high or low, there is the pupil. Did he try? Has he improved? Is he going forward or backward? Is he cooperative at home? Is he a good sport, fair-minded, honest, ambitious, decent?

Let's make the report card more beautiful, not so much by reporting on the state of the soul "as is" as by the teacher herself reporting how much she has been able to

accomplish on improving the "state of the soul" of her pupils.

Finding Beauty in the School

AND so I might go on. You say I am critical, finding fault, presenting the impossible and the unattainable. But I tell you quite flatly, you are wrong. I am not critical, I am simply tremendously in earnest. I am not an artist, and never was a teacher of cultural subjects. I am an engineer by training and a beauty seeker by avocation. And I am often deeply offended by the actions of those who have come out of our public schools. At the same time I deeply appreciate that the poor students really want beauty, perhaps even more than I.

Good taste is as much a part of beauty as are pictures. Perhaps even more so. A wise use of facial adornments is more aesthetic than some of our poetry. The sincerity of voice and clear enunciation of words of a gifted announcer over the radio are as sweet and as aesthetic as the music which he describes.

A little attention should be given to the lines of the face which may come from laughter, humor, happy thoughts, beautiful words, and a fine spirit beneath all these

things. It is as important for schools to develop such lines as it seems to be for some holders of these lines to try to eradicate them by beauty treatments.

In passing may I say that it is well for teachers to think of and to say nice things in a nice way just as often as they can, and to let the lines of the face fall where they may, for I am sure they will go upward and add, as the years come, that beauty of face which "Whistler's Mother" had. A little less worrying about lines, and more thought which brings beautiful lines to the face, would be of great help, particularly to young girls and young teachers.

The things of the spirit do count and I believe that we in America are coming to an era when they will count a lot. The "biggest ever" may be replaced in these new days by the "best ever." The "richest" in dollars may become the "finest" in spirit. The grabbing of money may turn into enriching one's self. The herd instinct of doing what everybody else does may be replaced by individualism. Chasing for happiness through commercialized amusement may turn to finding joy in creative work. Attempting-to-be-what-one-is-not by subscribing for courses in learning may turn possibly toward trying-to-be-what-one-should-be—beautiful in spirit as well as in body, and intelligent and honest in mind.



Courtesy New York City Board of Education

This room in Public School 15, Manhattan, is obviously meant for the study of nature. The decorations are appropriate to the subject

THE CHILDREN'S HOUR

THE MARRIAGE OF MRS. REYNARD

THERE was once an old Fox who thought that his wife was not true to him, and determined to put her to the test. He stretched himself under the bank, lay motionless, and pretended to be as dead as a doornail. Mrs. Reynard went to her chamber, and shut herself in; and her servant, Mistress Cat, sat by the fire, and cooked the dinner.



Drawn by Arthur Rackham

Now, when it became known that the old Fox was dead, suitors began to announce themselves. Soon afterwards, the servant heard someone knocking at the front door. She went and opened the door, and there stood a young Fox, who said:

"What are ye doing, pray, Mistress Cat?
Sleeping or waking? or what are ye at?"

She answered:

"I'm not asleep; I'm wide awake.
D'ye want to know what now I make?
I'm warming beer, with butter in it;
I beg ye'll taste it in a minute."

"I'm much obliged, Mistress," said the Fox. "What is Mrs. Reynard doing?"

The maid answered:

"In chamber sad she sits alone,
And ceases not for grief to moan.
She weeps until her eyes are red,
Because the dear old Fox is dead."

"Well, just tell her, Mistress, that there's a young Fox here, who would be glad to woo her."

"Very well, young gentleman."

Then went the Cat with pit-a-pat
And smote the door, rat-tata-tat!
"Pray, Mrs. Reynard, are you in?
Outside a wooer waits below!"

Reprinted by permission of J. B. Lippincott Company from *Fairy Tales of the Brothers Grimm*, translated by Mrs. Edgar Lucas.

"Well, what's he like; I want to know? Has he got nine such beautiful tails as the late lamented Mr. Reynard?"

"Oh dear, no," answered the Cat. "He has only got one."

"Then I won't have him."

Mistress Cat went down, and sent the wooer away.

Soon after this there was knocking again, and another Fox appeared at the door, who wished to pay his addresses to Mrs. Reynard. He had two tails, but he came off no better than the first. Afterwards others came, each with one tail more; but they were all rejected, till at last one came that had nine tails like old Mr. Reynard.

When the widow heard this, full of joy, she said to the Cat:

"Ope all the gates and doors; be swift.
Old Mr. Reynard turn adrift."

But when the wedding was about to be celebrated, then old Mr. Reynard under the bank roused himself, and gave the whole crew a good drubbing, and sent them, Mrs. Reynard and all, helter-skelter out of the house.

SECOND TALE

WHEN old Mr. Reynard really died, the Wolf came as a suitor, and knocked at the door, and the Cat who acted as servant to Mrs. Reynard, opened it.

The Wolf greeted her, and said:

"Good-day, Miss Cat, of sprightly wit,
How comes it that alone you sit?
What are you making there, so good?"

The Cat answered:

"Tumbling milk and butter up.
Will your Lordship have a sup?"

"Thank you kindly, Mistress Cat. Mistress Reynard is not at home, I suppose."

"Upstairs in her chamber she sits,
And weeps as her sorrow befits.
Her sad case she doth much deplore,
Because Mr. Reynard's no more."

The Wolf answered:

"If now she wants to wed again,
She must come down the stairs, 'tis plain."
The Cat ran up without delay,
Nor did her claws their clatter stay
Until she reached the long saloon.

There, tapping with her five gold rings,
"Is Mrs. Reynard in?" she sings.
"If now she wants to wed again,
She must come down the stairs, 'tis plain."

Mrs. Reynard asked: "Does the gentleman wear red breeches, and has he a pointed muzzle?"

"No," answered the Cat.

"Then he is no use to me."

When the Wolf was rejected, there came a Dog, a Stag, a Hare, a Bear, and one after another every sort of wild animal. But in every one there was wanting some of the good qualities which old Mr. Reynard had possessed, and the Cat was obliged to dismiss the suitors every time. At last there came a young Fox. Then Mrs. Reynard asked: "Does the gentleman wear red breeches, and has he got a pointed muzzle?"

"Yes," said the Cat. "He has both."

"Then let him come up," said Mrs. Reynard, and ordered the maid to make ready the wedding feast.

"Now, Cat, set to and sweep the room.
Then fling the old Fox from the house:
Bring in many a good fat mouse,
But eat them all yourself alone,
Nor give your mistress e'er a one."

Then the wedding with young Mr. Fox was held, and there was merrymaking and dancing, and if they haven't stopped, they are dancing still.



The Iowa Child Welfare Research Station, State University of Iowa

THE GRIST MILL . . EDITORIALS



CHILD WELFARE is the Official Magazine of the National Congress of Parents and Teachers. The objects of the Congress are

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

—From the National By-Laws, Article II.

FOUNDERS DAY observances occupy the center stage of the parent-teacher program service this month. Not only on February 17, the anniversary of the founding of the Congress, but throughout February a large proportion of the 20,000 local units will do honor to national, state, and local pioneers in the field of child study and home and school cooperation.

Our national founders would be gratified if they could know the strategic position which the National Congress holds at the beginning of the year 1934. Parents, teachers, educators, and writers express their convictions on the present and future influence and usefulness of the organization.

Dorothy Canfield Fisher, well-known author, and parent education advisor of the Vermont Congress of Parents and Teachers, says: "The parent-teacher association has always been a most useful and valuable element in American life. But it has now become an indispensable element. From every point of view—school, child, teacher, parent—the work done by the P.T.A. is invaluable, essential to this country."

The Power of the Congress

THE National Congress represents a sizable army of individuals who are interested in the forces which are deter-

mining the future of children. Some are parents, some are teachers, and some just the garden variety of well-meaning citizens.

It was to give this great army an opportunity to be articulate that the Congress was formed in 1897. Important policies—far-reaching in potential influence—have been formed at its conventions and by its Board of Managers. But if these policies are not espoused and furthered by Congress members, they will be ineffective and children will continue to be exposed to the same old dangers and deprived of life-giving opportunities.

Do you realize that Congress members have an almost unlimited power to dictate what children shall be exposed to in motion pictures, radio, and advertising? It is not necessary for Congress members to indulge only in personal protests against unwholesome influences when a great organization provides the medium for an impressive expression of mass opinion.

If Congress members wish to get the full benefit from their memberships—the full effectiveness of their power—local associations must make use of their opportunities. Through state presidents and delegates to national conventions, through a study of national resolutions, through state chairmen, and through publications local units can keep posted about what the

Congress with their help can do to promote health, public welfare, and education.

The movie plan of the Congress illustrates this point. A very able national chairman has made a plan. If all Congress units will stand back of it the outcome will be a constructive move for better and cleaner pictures. At present, as Maria Leonard said at the Illinois Congress convention, "our children are learning more negative lessons from these unprincipled tutors (billboards and movies) than from positive lessons in school."

It is half-heartedness in cooperative endeavor which keeps our children in subjection to the merciless demands of commercialism. Children haven't half a chance when we weakly and meekly expose them to greed, corruption, and brutality.

Most of us mean to do well by our children, but, like Oliver Wendell Holmes's clam, we need to rise from the ooze and "lead the strenuous life."

Shall the Children Suffer?

THE Deepening Crisis in Education," a sixteen-page leaflet, Number 44, has been prepared by the Office of Education in order to describe by means of charts and statistics the extent of the havoc caused in the schools by the depression.

George F. Zook, U. S. Commissioner of Education, says in a preface: "This year more than at any time in our recent history the quality, yes, even the existence of schools in many communities, is at stake.... My plea to the men and women who earn and spend the incomes from our fields and factories, whether blessed or not with the personal care of little children, is to remember your responsibility to the youth of this land.... Let us resolve not to make the children pay for the depression!"

The facts contained in this leaflet may well be read to each parent-teacher association in the country. (Price, 5 cents.)

February, 1934

ENDORISING CANDIDATES

As March approaches, parent-teacher associations, parent-teacher councils, and citizens' councils will be meeting to present the issues involved in the coming election of school board members. At these meetings the school situation will be clearly explained by well-qualified speakers for the benefit of the voting members.

In many school districts the financial condition is serious, and tax reductionists are taking an active part to secure the election of school board members who favor their views. Because of the present critical situation in many places associations are asking:

Should local P.T.A.'s or councils endorse candidates for membership on school boards?

Congress leaders have given serious consideration to this question and to similar questions and are agreed that the endorsement of individual candidates by the P.T.A. as a group is likely to involve the association in petty squabbles and loss of prestige and influence. It is also damaging to school interests. Although in serious emergencies it may seem to an association that education can be effectively safeguarded only through the election of certain candidates, in the long run a thorough study of conditions affecting schools, the development of informed public opinion, and a sustained effort to get every member of the association to vote at the election will succeed in bringing better results.

The individual responsibility of all citizens to vote intelligently on matters vital to the education of children and the welfare of all citizens cannot be too vigorously emphasized by parent-teacher associations. The ballot is a strong weapon. It should be used conscientiously by each citizen for the common good.

A PARENT-TEACHER PROGRAM

6. YOUTH AND SOCIAL HYGIENE

A Study of Boy and Girl Relationships and Wholesome Leisure-Time Activities

Modern youth, sensing the significance of marriage and imbued with high ideals regarding it, have difficulty in securing sound information and guidance for it. But they have little difficulty in securing unsound interpretations of both marriage and the sex conduct leading to it.

THE physical, mental, and emotional differences between the sexes give rise to attractions and relationships which profoundly affect human behavior. They create problems of social adjustments which become increasingly complex and difficult with the advance of civilization. The natural urges of adolescence and attraction to the opposite sex create difficult problems of self-control and understanding."—*White House Conference on Child Health and Protection.*

Two Songs by Fathersingers or Mothersingers.

Reading of Message from National or State President.

(See this issue of CHILD WELFARE and current issue of state bulletin.)

BUSINESS MEETING (20 minutes)

Minutes; committee reports and announcements concerning programs and plans; new business.

PROGRAM (30 minutes)

(In charge of chairman of Social Hygiene, Parent Education, or Program committee. Omit topic 1 or 2 if time does not permit entire program.)

(1) TALK BY PHYSICIAN, PRINCIPAL, JUVENILE COURT JUDGE, OR OTHER QUALIFIED PERSON: LAYING FOUNDATIONS FOR SOUND SEX CONDUCT.

(Points to develop: The importance of this conduct in youth adjustments and in setting standards for marital happiness; the various adolescent urges toward love and marriage; examples of sex conduct furnished to youth by movies, magazines, and novels; the lures of adventure and experimentation; the hunger of youth for high ideals; interpretations of conduct based on high ideals and wholesome satisfactions.)

"Behind this youth lies a long social experience, and the character of his actions and feelings depends in a large measure upon this social experience. . . . Both men and women build up their ideals, so to speak, from the material nearest at hand."—FREDERICK M. HARRIS.

References

Groves, Ernest R. *Marriage*. New York: Holt. \$3.50. Chapter XIV.
Harris, Frederick M. *Essays on Marriage*. New York: Association Press. \$2. Chapter 5.
Neumann, Henry. *Modern Youth and Marriage*. New York: Appleton. \$1.50. Chapters 2, 6.

(2) TALK BY PARENT OF ADOLESCENT CHILDREN: How PARENTS AND TEACHERS CAN MEET BOY-GIRL PROBLEMS OF ADOLESCENCE.

(Points to develop: Home and school conditions causing these problems; development of parent sympathy for such problems; putting youth responsibility into youth freedom; helping to set standards for sound conduct through discussions, literature, example; shattering sex fallacies; furnishing wholesome social outlets for every boy and girl; developing youth leadership with high ideals.)

"The home has primary tasks to fulfill for its young: . . . to enable the child to win health, virility, and social esteem; to educate it to meet behavior codes of the community, to respond effectively to human situations which produce the great emotions, love, fear, and anger; to furnish practice in the art of living together; . . . finally the home has as its supreme task the weaning of youth . . . from dependence . . . so that youth may not fail to become imbued with the joy of struggle, work, and service among sterner human relationships outside."—MIRIAM VAN WATERS.

References

- Hollingsworth, Leta S. *Psychology of the Adolescent*. New York: Appleton. \$2.50. Chapter 5.
 Thom, Douglas A. *Normal Youth and Its Everyday Problems*. New York: Appleton. \$2.50.
 Pp. 67-72; 205-13.
 Van Waters, Miriam. *Parents on Probation*. New York: New Republic. \$1. Chapter 8.
 CHILD WELFARE MAGAZINE. "A Problem in Sex Education." Samuel W. Hartwell, M. D.
 February, 1933, p. 294.

Discussion.

(3) DISCUSSION LED BY SOCIAL HYGIENE CHAIRMAN: COMMUNITY SAFEGUARDS FOR ADOLESCENTS.

(Questions: What are the menaces of this community to sound sex conduct, as shown by unsupervised places of amusement, unregulated newsstands, movies, commercialized vice? To what extent do these menaces neutralize the efforts of parents and teachers toward sound sex conduct? What can be done to remove these menaces? What does this community furnish to boys and girls in wholesome and appealing outlets for creative activity, as shown by playgrounds, parks, libraries, museums, etc.? How can these outlets be fostered?)

References

- Additon, H. "A Protective Measures Program." New York: American Social Hygiene Association, 450 Seventh Avenue. Publication No. 633. 10 cents.
 Van Waters, Miriam. *Youth in Conflict*. New York: New Republic. \$1. Chapters 5 and 12.
 White House Conference on Child Health and Protection. *The Delinquent Child*. New York: Century. \$3.50. Pp. 193-224.

SOCIAL PERIOD

Visit exhibit of charts and literature arranged by Social Hygiene chairman in cooperation with library and service agencies.

Projects

1. Appoint a committee to study the sale of obscene literature in the community and to cooperate with other organizations in having it kept off the newsstands.
2. Be unceasing in efforts to carry out the Congress plan to secure better motion pictures.
3. Study the possibilities of including appropriate social hygiene materials in such school courses as biology, physical education, hygiene, social sciences, and home economics.
4. Cooperate in any sound community moves to control unsupervised places of amusement, commercialized vice, and venereal infection.

This program was outlined with the cooperation of Newell W. Edson, Chairman of the Committee on Social Hygiene, N. C. P. T.

Next Month: The Wise Use of Radio

THE MEANING OF FOUNDERS DAY

A Stimulating Message for Those Observing the
Anniversary of the N. C. P. T.—February 17th

By MARY L. LANGWORTHY

As a people we love anniversaries. The birthday of the King of Kings, the birthday of our Independence, the birthday of the Father of our Country and of the great Liberator—we celebrate them all with joy and with serious remembrance, for in recalling great events and great persons our faith in our own possibilities is renewed.

In the same spirit and for the same reason we celebrate the birthday of the Congress, always with our founders as spiritual guests of honor.

In doing this we honor not only the women who conceived our great plan but the ideals on which they had for a long period of years built their lives, ideals that blossomed and, when the time came, bore the rich fruit of child welfare throughout the world.

And as we bring gifts to our dear ones on their birthday, so we bring a gift for Founders Day. This gift, however, is dedicated to a certain cause—the spreading of the gospel of the National Congress of Parents and Teachers. Half of the gift goes into the National fund for ex-

tension work and half remains in the state for the purpose of local extension; so the hostess to whom you have brought a gift invites you to share it with her.

Only yesterday I saw our dear Mrs. David O. Mears who founded Founders Day and who has tended it as carefully as she would a delicate plant in her lovely garden; and I said to her, "I remember vividly the early days of this project of yours and how difficult it seemed to make the states understand the principle of the

celebration, and I marvel at the present size and success of the movement." To which she replied with characteristic refutation of personal glory, "Oh no, my dear, the success all came from the cooperation of the states." And I am sure that this is true, for the idea, however beautiful, would have remained barren without its cordial acceptance throughout our vast membership and the eagerness of state officers to see that the plan was fostered.

Throughout the years since the first acrostic was devised for a Founders Day program



Mrs. William Reed Hall of Marietta, Georgia (Mrs. Birney's birthplace), wearing the dress which Mrs. Birney wore at the first meeting of the National Congress of Mothers

thousands of candles have been lighted at the central fire which never dies. There have been pageants and playlets, lectures and demonstrations, all of them bringing to mind the origin, the development, the founders themselves, and the vision for the future. New playlets, which have generally had their première in a state branch or a local unit, are adopted or adapted by the Founders Day committee and prepared for distribution at the National Office.



Photograph by Jay

Julianne Mears, the youngest granddaughter of Mrs. David O. Mears

Many of them are so simple that a very small association can put them on, while others really need the direction of a professional coach. Some of them involve the use of children, and we all know how that draws the attendance of loving relatives; but in conducting candle lighting ceremonies, one must always remember the warning of our National Safety chairman that little children must never be permitted to light the birthday candles. (See list of pageants on page 266, January issue.)

Many associations prefer to devote their program to a lecture on the principles of parent education, the real purpose of the founders when they organized the Congress. This may be the opportunity for great inspiration that a famous speaker may be glad to seize. Songs by Mothersingers would be appropriate in rounding out such a program.

It should be a joyous occasion—a birthday party and not a memorial service. The Hospitality committee has an important

place in it, for the guests are not only to be greeted but introduced to each other in such a way that they will want to talk together and find their common interests. Perhaps the chairs could be arranged in a less formal way than the usual serried rows, and plant decorations could be borrowed from the classrooms for the party, with strict care given to returning them to their places before the committee leaves the building.

Let us at this time rejoice together that we have lived to see the Congress come to its present maturity, beautiful in spirit, strong in purpose, courageous in action; and let us honor those rare spirits who could see far enough ahead to know that in these most troublous times we should need, as never before, knowledge and training for our task as parents and teachers.

Founders Day Gifts

MANY plans have been successfully followed to encourage the voluntary giving at the time of the birthday party. If this can be a gift in which all participate, the thought of our National chairman, Mrs. David O. Mears, is more truly carried out. She urges that all members and friends through this giving may feel that they have a part in the extension work of the Congress and are in fact participating members of it.

February, 1934

313

CORA BUSSEY HILLIS—Pioneer

The National Congress of Parents and Teachers holds its next convention in Des Moines, Iowa, the home of the late Cora Bussey Hillis. It is fitting that the great service of Mrs. Hillis to the Congress and to the great cause of child development shall be memorialized before that meeting. The author, a former President of the Iowa Congress of Parents and Teachers, has described only one phase of Mrs. Hillis' remarkable achievements—that which culminated in the establishment of the Iowa Child Welfare Research Station, to whose studies the whole world is indebted.—THE EDITOR.

By ELIZABETH A. SUMMERS

THE affairs of the world are influenced by two types of personalities, the dreamers and the doers. Quite rarely one finds an individual who possesses to a marked degree both attributes. Such a person was Cora Bussey Hillis, founder of the Iowa Congress of Parents and Teachers, and for four years fifth vice-president of the National Congress of Parents and Teachers.

The history of the growth of public interest in child welfare in the state of Iowa is irrevocably tied up with the life and activities of this remarkable woman. Mrs. Hillis came of an ancestry which for nearly three hundred years had been pioneering in many lines of endeavor, largely in professional fields.

Cora Bussey Hillis was born in Bloomfield, Iowa, the daughter of General Cyrus Bussey. Her childhood was spent in the South, but later her family returned to Iowa. She became the wife of Isaac Lea Hillis, who at one time served Des Moines as mayor. Five children were born to Mr. and Mrs. Hillis, two of whom are still living, Mrs. Ray G. Miller and Cyrus Hillis, both of Des Moines.

Her interest in the welfare of children,

which dominated her life to the end, had its beginning in early childhood. When she was twelve years old her small sister, at the age of two, was stricken with a spinal disease. Everything that science could suggest was done, but without avail. When she was twenty, Mrs. Hillis—a young bride of a few weeks—was faced with the sole charge of the invalid and determined that if care could save her sister, she should live. In answer to those who said the child could not go to school, Mrs.

Hillis said, "I will educate her." So successfully did she accomplish her self-imposed task that her sister not only graduated from high school but entered college at the age of seventeen and lived to become a useful, happy woman.

Always a student and a keen observer of life, Mrs. Hillis began to realize that much care and interest were expended upon all animal, bird, and plant life, that many had a known pedigree and could be judged by a known and accepted standard, but that there was no standard by which children could be judged. She asked herself, "Why give study to lower forms of life and utterly neglect the child?" Mrs. Hillis'

The life of man is a self-revolving circle, which from a ring imperceptibly small, rushes on all sides outwards to new and larger circles, and that without end.—RALPH WALDO EMERSON.

own statement of her thoughts at this time clearly illustrates the origin of the "drive" which actuated her work through many long and weary years up to the final realization of her dream. These are her words:

"Early I became a volunteer social worker in the homes of the humble poor; and I was led into realization of the larger community problems that confront the state and nation. I discovered that taxation was already burdensome, yet that an ever growing multitude of the unfit and misfit were demanding an even greater number of expensive asylums, hospitals, jails, and prisons. The world surely needed scientific guidance in child rearing.

"But how to go about doing this? Then came the vision: establish an accredited child welfare research laboratory where facilities should be available to the parenthood of the land. I realized that help of a dependable character could come only through applied science based on study of the normal child, the most valuable asset of this or any other nation. Give to the normal child the same scientific study, by research methods, that we give to crops and cattle, and by accumulated, comparative data gradually evolve a dependable science of child-rearing."

A DREAMER of dreams was Mrs. Hillis, but one possessed of rare courage, faith, and unbounded energy to make those dreams come true.

Then came the long trail to accomplishment, over many a barrier that would have defeated a lesser soul. When she presented this vision first to the head of a great experiment station which had done much for crops

and cattle, and suggested it as an advanced step in the work in animal husbandry, she was listened to kindly, but was later informed that she was a voice crying in the wilderness, that she was born before her time; and finally she was told, "The idea is sound, but it is too new. It would cost money, and the people don't know enough about it to vote money to undertake it."

Then followed a campaign of public education by this dauntless woman through every known channel of the times. Five successive college presidents were interviewed by this mother whose vision was the welfare of every child, between the years 1901 and 1914, before she finally heard the welcome words, "I believe we can do something along this line." Through two successive legislatures the battle was fought. Thirty state organizations representing more than five hundred thousand people lent their loyal support; the press and pulpit added their influence to the cause; and finally, by the act of the



Cora Bussey Hillis

Iowa General Assembly, on April 21, 1917, the State Board of Education was authorized to establish and maintain the Iowa Child Welfare Research Station in connection with the State University of Iowa at Iowa City.

Let us do honor to Cora Bussey Hillis, founder, pioneer, leader. Her race is run, but "her works do follow her."

"Society needs for its highest development the full, purposeful, well-directed activity of every one of its citizens."
—DOROTHY CANFIELD FISHER.

AMUSING YOUNG PATIENTS

Some Practical, Easy Ways of Keeping the Convalescent Child Busy



Photographs by Olive Hastings

By M. LOUISE C. HASTINGS

WHEN visitors are few and the convalescence of the child gets monotonous, each home has to work out many different ways and means of making the hours happy ones for both children and grown folks.

Last fall a little friend of ours was recovering from a case of scarlet fever, and each day of the long period our household sent him some little thing to play with, or a card or a letter which suggested things to do. This took me back to the six weeks when my oldest child had the same disease, and when later on she was obliged to remain in bed for three months. It is out of these experiences and from those of other homes which I have had the opportunity to know that I offer these few suggestions and possibilities for making convalescence a time of unforgettable creative activity and intelligent observation.

Growing Things

AN aquarium set up in the room where the patient is recovering is a never-ending source of interest, whether the child is obliged to remain in bed or has arrived at the walking stage and can reach the aquarium for close observa-

tion. Fish make an appeal to both old and young. I do not mean just a bowl of goldfish that have to be watched for fear poor care will occasionally result in the extinction of a specimen, but a real aquarium with different kinds of fish, even though the container is only a big glass jar. Here is always something to watch—always something going on.

Little foreign fish are exceedingly interesting. Dozens of varieties of tiny, brilliant fish from different parts of the world will live happily together and eat the same food. They may be kept in large tanks without change of water, and small tanks or glass jars may be used for breeding purposes and for keeping the baby fish. A convalescing child—or any convalescent—may have his own fish hatchery on his own window sill. Aquariums are quite the fashion at present and fortunate is the

child who is in a household sufficiently interested to have one. They are often the means of developing a love of nature that grows into a delightful hobby in later years; and again and again children become interested in other lands and other peoples from studying the varieties of fish in their tanks and jars.

Depression Plant

A modern kind of dish garden is made as follows: Put four medium-sized pieces of coal into a dish. Over them put this mixture:

10	tablespoonfuls	of salt
3	"	" water
3	"	" household bluing
3	"	" household ammonia
1 or 2	drops	" mercurochrome

Several hours later all kinds of exquisite formations will develop—beautiful pinkish sprouts that resemble leaves and flowers. Children will enjoy picking out and pointing to different shapes that a lively imagination will spy, though they must not touch the plant or the beautiful leaves will disintegrate and disappear. If they do touch any part of the plant or the solution, care must be taken to wash the hands immediately lest they carry the ammonia, which is poisonous, to the mouth. This depression plant may be kept quite a while by adding water as the mixture evaporates. Its color is especially attractive and will cheer up the patient who is depressed.

Water Garden

A water garden is the simplest kind of dish garden. All that is needed is a pretty dish, some pebbles, and different plants which will grow in water. A convalescing child will delight in making one, with his mother or big sister to provide the materials and to show him the way. He is really making a beautiful picture in a dish, a picture that grows every day and changes with each new sprout. The figure of a bird or a frog will add to the attractiveness of the

garden. The father of the family who likes to bring home tiny trinkets, as a father I know often did, might include such figures as will fit in the little dish garden, so that each day the scene may be changed. Porcelain figures are best because they can be placed in the pool of water if the owner wishes. A child's first real interest in growing things may come from watching his dish garden.

I once gave a ten-year-old a California redwood burl in a dish of water. What fun she had watching it on her bedside table as the sprouts began peeking out all over it. At first it looked like a bit of damp wood, but when the fern-like sprouts started it was a different story. I would suggest not buying too expensive a dish or figures but getting things which can be replaced if they should be broken.

Vegetable Gardens

Children will have good fun with several water gardens made of common vegetables. If given a name such as Sammy Carrot, Beety Fat Face, Billy Parsnip, each vegetable will take on individuality and grow quite companionable. To make these gardens, cut off the base of each vegetable—such as a carrot, a parsnip, or a turnip—and set each top in a small dish of water. When the vegetable fernery begins, put the plants on the bedside table or on the window sill for the child to watch. Children love to see things grow.

Children love flowers, too. Grown people often forget this. I have seen many a child's face light up when I have given him a few flowers for his empty vase. I sent a sick boy a potted plant not long ago, and he has not stopped talking about it yet. He hopes it will last till spring.

Things to Do

THERE are other kinds of interests for convalescents. Children's hands need to be kept busy in order that the hours may

pass happily. Of course there are many handicraft ideas to be found in stores, but there are many simple objects which children may make for themselves when given suitable materials. Creative energy may be given an opportunity for expression even in convalescence, though possibly the child cannot work long at any one thing. There is time for busy work, a time for stories, a time for making things, and a time to rest. Mothers have to be ready for all these emergencies day after day, for convalescing is no joke for either the child or his mother.

Paraffin Creations

It is often the unusual that attracts the child. Give him a pan of partly congealed paraffin, and have at hand a pan of warm water to keep the wax from hardening. The child will be able to mold many kinds of objects. He has no doubt had clay or plasticine to use before this, and will have in mind several things he wants to fashion. But the things which he makes with paraffin will float in a pan of water! This is a simple diversion that will entertain a child for days, and many will be the objects floating in his bedside-table-pond that were never before known to live in that environment.

Musical Instruments

Water, wherever it may be, has a fascination for children. When your convalescing child is able to walk around the room, arrange on a table or shelf a dozen glass tumblers, with different amounts of water in each tumbler. Give him a spoon or a wooden hammer and let him hear the different sound coming from each glass as it is touched. Soon he will be trying to play tunes.

Bells of different shapes and tones may be hung on hooks under a closet shelf, or on a clothes line stretched across the room. Pounding with a mallet, or even with a good-sized marble, will give music which, while it may not "soothe the savage breast," will keep the convalescent occupied and absorbed. Even a jew's harp or a harmonica will entertain a child for a long time.

Mirror Scenery

In a letter I sent to a little friend who had the measles I suggested that she make a scene on her looking-glass, or on a good-sized mirror taken from the wall and laid on a table. With her box of plasticine she was to make land all about the edge of the mirror as wide as she liked. The glass itself would be the water. Islands in



A little planning can keep the long hours of convalescence from being trying to both mother and child

the water were to be made of plasticine and rocks. Stone walls were to be made with plasticine and pebbles. Because her mother could not go out of doors to get twigs and other materials for her, I suggested that she use different vegetables for the foliage. Celery tips became trees; carrot tops were ferns; beet leaves were bushes; beet stalks made a bridge from the mainland to the island; and boats, boat houses, and people were made from paper and plasticine and toothpicks.

I had never seen one of these mirror scenes, but I conceived its possibilities as I was writing the letter. I was surprised the next day to see the result, and my little friend's mother told me that it had occupied the child for most of the day. The vegetable tops had withered but the effect was there. And for quite a while this convalescent made new scenes on her mirror as new materials were forthcoming.

Shell Animals

Children are given all sorts of things when they are recovering from a sickness. One child I knew had a box of old shells given to her. Her father provided her with a bottle of glue and her mother gave her a tiny tray, some wire, and pieces of colored cloth. Somebody in this home had a good imagination and guided the child to make funny little shell animals. The large shells were the bodies of the animals. The necks and legs were made of the wire wrapped around with strips of colored cloth. The feet and heads were tiny shells glued to the covered wires. As the wires could be bent in any direction, there were queerly shaped, long-necked birds, short-legged turtles, and all sorts of funny looking animals in all varieties of positions. They were more colorful than could be imagined.

In the box were several sand dollars. With the use of wire the child made these into nasturtium leaves and plants, and

many other plants grew—with tiny shells for blossoms—which were unique and interesting and queer. It was only a box of old shells which had done duty in a schoolroom for many long years and were to be cast away, but what a wonderful time that child had with them! Such gifts are often worthless in the eyes of the giver, but they bring out the ingenuity of the child and provide many hours of happy occupation.

Bed Table

WHEN the child is able to sit up in bed, a low table with legs that rest on the bed is a great thing. He can cut, write, paste, and play to his heart's content, and not get tired from holding books and boxes in his lap. Some homes have a floor table that swings across the bed in front of the child. This is good, too. It should be large enough to hold magazines and a scrapbook so that the child may have room to do interesting things on it. Posters are easily handled on a table of this kind. In the kindergarten supply stores there are materials for delightful educational posters which mother and child will enjoy making together, and in the doing the child will learn much about peoples of other lands. There is silhouette paper, black on one side and white on the other, which makes interesting cut-outs. It comes in sets but may be purchased in sheets; and with cardboard shapes to guide his pencil the child can make his own cut-outs.

We must not forget the surprise box, or bag, full of mysterious packages to be opened at stated times during the day. Nor should we forget a pile of magazines and a pair of scissors. There is no limit to the things we may do to keep the sick room a place of contentment and happiness.

Convalescence is discipline for both the child and his parents, but it is a happier discipline when parents deliberately plan day by day to fill the long hours.



MEALTIME TANTRUMS

Some Suggestions on How
to Treat Them and How
to Keep Children from
Having Them

By MARION R. FARREN

WHEN Jimmie lays down his fork and refuses to eat any more spinach, what do you do?

If you are one of the "do it because I tell you to" parents you take Jimmie in hand and in no uncertain terms prove your authority. But perhaps in your readings you have discovered that spanking is now quite passé, and so, wishing to be modern in your discipline as well as in other things, you search out a less obnoxious form of training. You have discovered that children are clever little readers of countenances, and so you look sternly at Jimmie and flatly declare that unless the spinach is eaten at once, he goes straight to bed. If he seems tardy in doing it, you threaten to "tell Daddy when he comes home." But if the spinach seems more distasteful than Daddy, and in all probability it does, Jimmie sits perfectly still and sulks. Then what?

Do you plead with him, to "be a good boy and eat it for Mother," with the result that Jimmie looks you over very thoughtfully and thinks, "She's a nice mother. I like those apples she made for dinner, but I'm sick of spinach. I don't believe she means it anyway—she didn't the last time."

Aloud he says, "No!" with a growing determination.

Perhaps you wouldn't handle Jimmie this way at all. You may be like a young mother of my acquaintance who says she always goes "halfway" when she and her three-year-old come to cross purposes, meaning, of course, that she bargains "If you will eat your spinach, we'll get some ice cream when we go shopping."

Another mother says she thinks we do not consider the likes and dislikes of children enough. She feels that they're as susceptible to fancies as adults and deserve consideration. So when her two-year-old shakes her head and puckers up her face at the sight of spinach she simply says, "Why, Ellen, I thought you liked spinach. Perhaps you'd rather have it tomorrow." And the spinach is shelved.

Still another mother appeals to Johnnie's "sense" and urges him to eat his spinach because it is "good for him and will make him a big, strong man."

It requires very little evidence to show the uselessness of any of these procedures. Even a one-year-old can tell when he has the upper hand, and whether he can get it by howling, kicking his feet, banging his spoon, spilling his milk, or simply by refus-

ing to do what is expected of him. One noted educator has defined tantrums as "gallery play," and it would be difficult to find a better definition. The child wants attention and will make an attempt to get it at any price. He must be taught that his outbursts of temper will avail him nothing. But the parent who gets out the rod to teach him and to prove his authority meets with one of two serious problems. Either the child is frightened and cowed into submission, losing his self-reliance and his confidence in his parents, which, of course, paves the way for many of our common nervous disorders and malnutrition; or he becomes a stubborn, chronic trouble-maker, respecting no one but himself and apparently enjoying his "scenes."

Threatened punishment that is quickly forgotten or impossible to execute is the most useless kind of discipline. The child is quick to notice your omissions and to store his information away for future use, even though his keenness may not impress you at the time. He thinks you do not mean what you say. It's some kind of joke. You say funny things, but he gets his way. Little wonder that he's the most surprised and injured youngster in the world when you suddenly yank him off to bed quite unceremoniously and demand that he mend his ways.

Bargaining is equally unsatisfactory. Billy soon learns that he can get what he wants just by holding out and he's soon managing his routine to the annoyance of everyone except himself.

The mother who tries to reason things out with Johnnie and is disappointed in the results forgets that children are not little adults. We assume that all the food selected for Johnnie is suited to his needs, hence we arouse his curiosity and suspicion when we point out any particular one as being "good

for him." He's very likely to refuse it just to see what happens.

The mother who makes a point of catering to the likes and dislikes of her youngster suddenly finds herself confronted by an undernourished, irritable child whose finicky appetite challenges her ingenious mind. To be sure, she should give Ellen a reasonable amount of choice, but it should be put to her positively. Thus she should say, "I am going to have my egg scrambled today, Ellen. Would you like yours that way, or would you rather have it poached?" This choice implies that Mother expects Ellen to have her egg whether it is scrambled or poached. It centers the child's attention on the method of preparation rather than on the food item itself and leaves little room for her to say she doesn't want it.

Food idiosyncrasies will spring up regardless of how careful we think we are. Bananas may "disagree" with the new maid, and before we realize what has happened, bananas disappear from Baby's tray. If asked for an explanation, we are told that he will not eat them. If this is true, it is undoubtedly because the maid transferred her dislike for them to the baby, either in what she said about them or the way in which she fed them. Children are ready imitators and struggle bravely to be like "Mummy" and "Daddy" regardless of



Silhouettes by Helen Hatch

what it means to others. Many a father has eaten carrots day after day just to prove to Sonny that what he heard Father say about not liking them was only a joke.

It is possible to condition children so that they actually learn to like foods they seem to dislike. At first, the offending food should be disguised in something they like until a desire for that flavor is created. Then a very little may be served as is, and gradually the amount increased until the required portion is eaten and enjoyed.

A garden is a wonderful help in making children vegetable-conscious. It's such fun to bury the little seeds and water them every day and watch for them to stick their heads through the dirt. No special program has to be followed. Mother and Father go about their weeding and spading as usual but are careful to drop a word now and then about how pretty the curly leaves of the Swiss chard are, or how they can hardly wait for the tomatoes to ripen. Their enthusiasm will soon prove contagious. Bobby will probably want to help, and if Mother and Father take time in the beginning to show him how they always walk in the path so they won't hurt the plants, he'll give very little cause for worry and the experience will be good for him. His eyes will be as big as saucers when the carrots are pulled up, and he'll probably demand to know how they can be that color when they've been all covered up with dirt.

In dealing with mealtime tantrums, as in other phases of behavior problems, we must keep in mind that everything we say or do is making an impression upon the mind of the child. He learns bad responses just as quickly as he learns good ones. When we lose our patience and our self-control, we're teaching him adult behavior patterns which we soon regret. It must be understood that the child is not our equal intellectually and consequently no matter how vicious his at-

tack on us may seem, we should never consider it a personal insult. The parent who is horrified at this three-year-old son's saucy "No!" and meets it with a smart slap or a flare of temper, degrades himself to the three-year-old level.

Parents must be continually on guard to prevent habits from forming which later must be modified. The right way should be the natural way from the very start. Nothing is more disconcerting to a youngster than to find that what was considered "cute" at two years is "very naughty" at four. We must be consistent with children and start the way we want to end.

Once the tantrum habit is formed, the easiest way to combat it is to ignore it. Once the audience is removed, all the fun of throwing the cup on the floor or kicking the table disappears. Above all, keep your poise and your self-respect.

Make it as easy as possible for the child to enjoy eating. He should have a little table and chair of his own that will be just the right height to insure comfort and lessen the hazard of accidents. Do what is necessary for him and then leave him entirely to himself. He will soon grow tired of spilling his milk on the floor and yelling wildly at the sight of some food he thinks he doesn't want if his manifestations of temper are ignored. He will quickly learn that spilled milk means a hungry stomach, but he must associate the hunger with the spilled milk and not with anything that was said about his behavior. Never substitute another food because you feel sorry for him or because you're afraid he'll suffer physically. No child who is normal will go hungry very long just to see the milk "go splash." It's the attention and the satisfaction of having his own way that please him and not the broken dish or the spilled milk. Once the conditions that make these emotional outbursts possible and worth while are removed, tantrums disappear.

NOW A RADIO PROGRAM THAT IS MEETING WITH P. T. A. APPROVAL

IN December we announced a radio program we hoped—we believed—would meet with P. T. A. approval. Today we know this is true! For many letters have come in from P. T. A. officers and individual members praising "Red Davis"—and saying it is the type of program they've always wanted to hear on the air—they've wanted their children to hear.

Many mothers and teachers may find these broadcasts of practical help in their own problems with young folks. For we have tried to make each episode human, wholesome, amusing, yet typical of the life of the better American home. The experiences of the Davis family may be your *own* experiences—honestly and entertainingly portrayed.

Parents and teachers will appreciate the wisdom and wit of Dad and Mother Davis—will admire their sympathetic understanding of their children, just at that age when understanding is needed most.

If you haven't listened to "Red Davis" we hope you will do so. We feel certain that the experiences of this typical American boy will give you as clean and interesting entertainment as you will find in radio.

"RED DAVIS"

Mon. Wed. and Fri. Nights
on these N. B. C. Network
and affiliated stations

Eastern Standard Time

Blue Network Stations—New York WJZ, Boston WBZ, Springfield WBZA, Baltimore WBAL, Syracuse WSYR, Rochester WHAM, Pittsburgh KDKA, Detroit WJR 8:45 PM.
Extra NBC Stations—Schenectady WGY, Buffalo WBEN, Cleveland WTAM, Richmond WRVA, Raleigh WPTF 6:45 PM.
Jacksonville WJAX, Tampa (Clearwater) WFLA, Miami WIOD 8:15 PM.
Cincinnati WLW 7:45 PM.

Central Standard Time

Blue Network Station—Chicago WLS 7:45 PM.
Extra NBC Stations—St. Paul KSTP, and St. Louis KWK 7:45 PM.
Kansas City WDAF, Dallas WFAA, Houston KPRC, Atlanta WSB, and Nashville WSM 7:15 PM.

Pacific Standard Time

San Francisco KPO, and Portland KEX 8:15 PM.
Los Angeles KNX 7:30 PM.
This program is sponsored by the Beech-Nut Packing Company, Canajoharie, New York, makers of Beech-Nut Gum, Candies, Coffee, Biscuits and Foods of Finest Flavor.



February, 1934

323

In writing to advertisers, please mention CHILD WELFARE MAGAZINE



Edited by HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

A SPIRITUAL TRAINING PROJECT

Texas

In realization of the fact that the spiritual training of children is of supreme importance and that the church is one of the four cornerstones of the parent-teacher movement, the Panhandle Parent-Teacher Association has prompted the Sunday school census in its public schools for the last two years and has furnished to local churches the names and religious preferences of all the children. Where children were not attending Sunday school, the Panhandle association has endeavored to remove the cause for their absence.

Within three months after school began last fall, the Sunday school attendance of the Panhandle churches had increased 20 per cent, due largely to the drive sponsored by the parent-teacher association. Each Monday morning during the school term, the local chairman of the Sunday school committee visited the twelve rooms of the grade school, called the roll in each room, and checked the names of all pupils in Sunday school the day before.

A party in the school auditorium was promised to the grade having the largest gain in Sunday school attendance at the expiration of a three-month period. The first Sunday after this announcement was made, the two sixth grades—one with seventeen and one with twenty-two pupils—and their

room teachers reported a 100 per cent attendance at Sunday school. For seven Sundays of the three months one of the sixth grades had a 100 per cent attendance; the other sixth grade attained this goal for four Sundays. When December came and the party was given, the winning sixth grade with all its pupils and teachers were recipients of treats presented by the P. T. A. Membership committee and the Sunday School committee.

Another contest was instituted for the grade room having the best Sunday school attendance for the last six months of school. This time a picnic on the creek was the coveted award.

The teachers assisted in the Sunday school drive and encouraged the pupils at all times to go to Sunday school. The local pastors made assembly talks and commended the work of the Sunday School committee. The principal of Panhandle Grammar School stressed throughout the year the importance of Sunday school attendance and in other ways aided the parent-teacher association in this project. A member to represent each church was appointed on this Sunday School committee.

Panhandle has done a most commendable work in linking its schools and churches through the Sunday school drive. Conway has done likewise. These two associations realize that the active cooperation of parents, teachers, and ministers of religion is most necessary today since statistics show

that less than 40 per cent of America's youth attend any church service. The need of spiritual training is particularly urgent if young people are to be helped to make adjustments to life wisely during these rapidly changing times.

Texarkana has correlated its spiritual training with classes in religious education held under the auspices of the high school. All denominations cooperated, and 523 high school pupils out of a total of 738 voted for such courses.

The Texas Congress has always emphasized the fact that spiritual training should permeate all phases of the parent-teacher movement.—MRS. J. M. CRAIN, *State Publicity Chairman, Claude.*

STATE-WIDE SERVICE PLANS

Alabama

Parent-Teacher Week was inaugurated in October with a proclamation by the Governor in which he urged state-wide recognition of and attention to the objectives, program, and service of the state Congress.

It has been found in Alabama that the great obstacle to prevent the proper functioning of the local standing committees has been the lack of contact between state chairmen and local chairmen. The space that could be allotted to each committee in the state parent-teacher bulletin was of necessity limited, and committee plans had to be scattered throughout the year's issues. A scheme for putting into the hands of each local chairman, before the beginning of the school term, a plan of the proposed year's work of each committee was evolved.

State chairmen were asked to outline plans of work for their committees in keeping with the state plan, using as a guide the National chairmen's general aims as found in "Projects and Program Making" and specific plans as found in the National leaflets. Other requirements were that the

plans should not exceed one mimeographed page; that they should set up one or two definite objectives and outline definite, practical activities for attaining these objectives; and that each statement of an activity begin with a verb.

A mimeographed bulletin containing these plans was sent to every Congress unit early in August. The loose-leaf form was used so that the sheets might be distributed to the proper chairmen. Prior to distribution, however, each local Executive committee was urged to study the material carefully in order to select the committee activities best adapted to the local situation.

CITY-WIDE MEMBERSHIP DRIVE

New Jersey

A ten-day enrollment drive in September in Gloucester City, concluding with a large mass meeting of the eight local associations of the city in the high school auditorium, resulted in a membership growth from 1,360 to 2,003. At the meeting the assistant commissioner of education spoke on "Our State Program for Education for This School Year, the Three C's and the Three R's." The state Membership chairman awarded poster prizes.

The drive was characterized by a spirit of leadership among both teachers and parents. Many of both groups visited homes and informed parents of the value of the parent-teacher organization and the need for their help in "the welfare of the child."

Plans for the drive were started by the superintendent of schools at a meeting of parent-teacher officers, committees, and school principals. Two conferences with elementary and secondary school teachers and home room mothers were also held. The county zone chairman held a school of instruction one day of the drive, at which the county council chairman and other county officers spoke.

At the beginning of the drive the board

of education issued a booklet of general school information which went into every home. In this booklet were the programs of all local parent-teacher associations and a list of their officers and committee chairmen for the year, the history and purpose of the parent-teacher association, the educational aims of the school, and some noticeable features of school procedures and projects.

When a parent having several children joined, the room of each child received credit, though the parent was listed, of course, as one paid member. Parents who had more than one child in the schools were called "credit members." On joining, each parent received a large orange window card with P. T. A. in large blue letters upon it. This served as a receipt until the "All-Inclusive Membership" cards could be filled out.—MRS. P. G. BYRD, 901 *Highland Boulevard, Gloucester City.*

FINANCING FOR NECESSITIES

North Carolina

The paramount aim of parent-teacher associations is not money-making, but in order to do welfare work funds must be obtained.

Feeling a greater need this year than ever before for money with which to buy books, clothing, food, and to carry on health work in the schools of the city, the Parent-Teacher Council of Charlotte sponsored a "Tag Day" on October 13. All the schools of the city participated in the event.

On that day the citizens of Charlotte were asked to make the slogan "Have a Heart" a reality. Members from the various associations sold little red hearts on which was printed, "Have a Heart P.T.A. Welfare." Some of the hearts were fashioned by the little hands that will need help this winter.

This movement received the hearty endorsement of the school board and city

council. It will be the means of helping many children to secure the necessities of life, and also the things which will help them to do good school work.

A generous and sufficient amount was secured in this way.—NORTH CAROLINA PARENT-TEACHER BULLETIN.

Connecticut

The Finance committee of a parent-teacher association in a rural community in Connecticut was given the job of balancing the budget. If the president's and secretary's expenses to state meetings were to be paid, and if committees were to function well, \$125 had to be raised. At a meeting of the Finance committee a survey was made of the membership as to abilities and entertainment likes and dislikes. The committee finally decided that a vaudeville show was almost the only possibility, as it would fit the abilities and interests of the educated, the uneducated, and the foreign-born.

Some member of each family in membership was put on the program. The families that were not—but should be—members were also drawn from. The program decided upon was based on the varied abilities of the performers selected. Each prospective performer was called personally and each one's talent was made to seem vital to the success of the affair. Not one refused to help.

The committee decided that every number should be mirth-provoking, or at least pleasing, since actual living conditions in many homes were drab. A one-act play was put on; songs were acted out; there was music and dancing; and a minstrel show used the gifts of a varied group of all ages.

It took four weeks to perfect the performance. Rehearsals were held at all hours and in many places, but the whole group of performers was never together until the dress rehearsal. Each member of the committee had his particular job attend-

ing to tickets and posters, to properties and costumes, or to decorations.

The affair was a great success in every way. Social positions were thrown to the winds and never before was the community so unified. It was a fine way to raise money and to discover how valuable each family is to the community as a whole.—MRS. T. MERLE SHAW, *State President, 881 Lafayette Street, Bridgeport.*

HEALTH ACTIVITIES

New Jersey

One of the major projects sponsored by the New Jersey Congress has been a survey of the child health activities carried on by local associations. The questionnaire method was employed. The study was called "An Inventory of Child Health Activities." Its chief purpose was to assist local chairmen in planning programs by acquainting them with possibilities in health work as represented in the activities of other associations.

The objective of the study was stated as follows: "This inventory is in the nature of a survey of child health activities sponsored or carried out by parent-teacher associations and allied groups. It is in no sense a check on local units, but, rather, a device for compiling a list of suitable activities which will be made available to all chairmen. Thus each association will have a guide for the planning of its work. It is hoped that the list will be suggestive of many worthy undertakings, as well as being stimulating and instructive."

Slightly over 30 per cent of the associations reported, thus giving a fair basis for judging program content. Among the activities which local units reported upon were: establishing dental clinics, financing dental care for needy children, providing play equipment, securing smallpox vaccination, diphtheria prevention, eye clinic, ton-

sil and adenoid clinic, correction of defects, medical equipment, hospitalization, transportation of indigent children, school lunch, and midsession milk lunch.—ALLEN G. IRELAND, M.D., *1208 Trenton Trust Building, Trenton.*

PROMOTING OUR MAGAZINE

Rhode Island

The chairman of each local CHILD WELFARE MAGAZINE committee was invited to a conference and tea at the home of the state president, Mrs. Simon S. Lapham. The state CHILD WELFARE chairman presided. At the roll call each chairman responded with her name and the name of her association. The hostess announced that this was really a conference and that if the time was used wisely, tea would be served. Mrs. Remington, the president of the Child Welfare Company, gave a sales talk on the magazine. Great interest was aroused and plans were discussed for placing CHILD WELFARE in schools, libraries, and every home throughout the state.—MRS. SIMON S. LAPHAM, *State President, 175 Arlington Avenue, Providence.*

FAMILY LUNCHEONS

Wyoming

To promote sociability and better acquaintance among parents and teachers, the Johnson Parent-Teacher Association of Cheyenne is sponsoring monthly family luncheons at the school. Each family furnishes a covered dish and sandwiches. Following the luncheon, a school and home nursing class is conducted by the school nurse. — THE WYOMING PARENT-TEACHER.

Additional details about the activities described in this department may be had by writing to the authors of these items.

What Do You Think?

The following questions are answered in this issue of CHILD WELFARE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. *a.* In what ways can parents pay their debt to their children? 284-87.
- b.* How can the community pay its debt to its children? 288.
2. *a.* Why is it harmful to the child to threaten him with the doctor? 290.
- b.* If you had a boy who had to wear braces to correct a lame leg, what should be your attitude toward the boy and his handicap, what should you do to help the boy to overcome any emotional difficulties that might result from his handicap? 290, 292.
3. If a man and his wife disagree on a number of things—politics, tastes in reading, and leisure-time activities, for instance—how can they make the most of the situation and turn their differences of opinion into an asset rather than a liability? 294-97.
4. What can parents do to discourage a boy of sixteen from going with a crowd of boys whom the parents know to be objectionable? 300.
5. What effect may teachers' dress and manners have on their pupils? 303.
6. Should local P. T. A.'s or P. T. A. councils endorse candidates for membership on school boards? 309.
7. If you had a three-year-old daughter who suddenly began to have temper tantrums at mealtimes, how could you deal effectively with the situation? 321-22.
8. How should we handle a child who is stubborn? 332.

HOW HEALTH AFFECTS PERSONALITY

(Continued from page 293)

danger of contracting the more serious contagious diseases. The child who is afraid of a thing tries to forget it. The child who fearlessly recognizes its seriousness does not have to try to forget that the thing exists, and therefore is much more likely to avoid the danger.

The Duty of Parents in All Health Matters

THE duty of the parents in all situations involving the child's health is to know how the child actually feels about the situation; to talk with him about it when he is not afraid of some impending pain or restraint; to help him understand very early that ill health and accidents and suffering are the common lot of mankind, and that sometimes ill health leads to even better health because it leads to the correction of little defects which if neglected would have become more serious.

It is the parents' duty to understand themselves and to know, in so far as they can, why it is that they themselves are unduly afraid of or unduly solicitous about the child's health; or, perchance, why they are not so solicitous as they should be. When a child is ill his life and happiness are threatened in some degree. Some children realize this threat much more than adults surmise and the child needs above all else someone with whom he can talk it out. The pediatrician or the family physician who looks after the children when they are sick should be an important person to the parents as well as to the child. He should be the kind of person who will inspire confidence. If he is this kind of person he is almost certain to be one who will know how the child feels about his illness and will deal with this mental phase of the situation as well as with the physical illness itself.

CONGRESS COMMENTS

The National Treasurer, Mrs. B. I. Elliott, reports that the first two quarters of 1933-34 show that fourteen states have an increase in membership over the same period last year. These states are:

Arkansas	Maine
California	Massachusetts
Connecticut	Minnesota
District of Columbia	Mississippi
Georgia	Ohio
Idaho	Oklahoma
Illinois	West Virginia

* * *

The National Congress of Parents and Teachers is offering a correspondence course on the subject of Parent-Teacher Publicity, for the purpose of training inexperienced publicity chairmen in the local units. The course is based on the new *Publicity Manual* and consists of ten lessons, each of which is divided into two parts: discussion questions, and a written assignment to be returned to the National Congress for criticism and correction. The registration fee for this course is one dollar, which covers the cost of the study outline, the *Publicity Manual*, and mailing.

* * *

Jefferson City, Missouri, has a parent education class in each Congress unit, a record to be proud of.

* * *

The members of the Houston, Texas, Association of Deans are taking this winter the Home Study Course of the National Congress in order that they may work more understandingly with the P. T. A.

* * *

The Colorado Congress conducted among its local units a contest for the best playlet based on the work of the parent-teacher association and presenting interesting and informative material suitable for Founders Day observances. *The Colorado Parent-Teacher* has published the winning playlet.

* * *

More and more states report that increasing numbers of their local units have secured 10 per cent or more of their membership as subscribers to *CHILD WELFARE*, the National Parent-Teacher Magazine. A number of associations have secured 25 per cent and reports are made of units which boast a 100 per cent membership subscription.

* * *

As a plan of cooperation between the Arkansas Congress Magazine and Membership committees, Mrs. J. B. Leatherman, for the past three years Magazine chairman and now Membership chairman, is offering a subscription to *CHILD WELFARE* to each association which shows a 10 per cent increase in membership this year.

AS CONVENTIONS APPROACH

A NEW word which we shall hear more and more in connection with conventions is "Panel." It is displacing the "Round Table," the "Symposium," and the "Conference," and it functions somewhat differently from them.

Here are the new rules for the "Panel":

"The best physical setting for the Panel is the slightly raised dais at one end of the audience room.

"Upon this dais are placed three tables, the center table facing the audience squarely and the wing tables at wide angles to it, so that they face the audience rather than the chairman.

"Chairs should be so placed at these tables that their occupants face the audience at all times and so that only with difficulty can the Panel members turn and face their chairman, thus giving their backs to the audience.

"An initial period of from five to fifteen minutes is devoted to a presentation by the chairman, of the subject to be considered. The entire period consists of from 90 to 150 minutes. After the chairman's presentation, the remainder of the session is usually divided roughly into halves.

"During the first half, the subject in its various aspects is discussed but without set speeches, by the members of the Panel in the hearing of the general audience. For the remaining half of the session, after announcement to that effect by the chairman, the question or questions which have been developed by the Panel are placed before the entire assemblage for discussion. All discussion is under the control of the chairman."

Professor Harry A. Overstreet of the College of the City of New York, a very skillful discussion leader, is said to have introduced the Panel at a summer session at the University of California. It has been used successfully at many conventions.

BOOKSHELF



"Adolescent Psychology," by Ada Hart Arlitt. New York: American Book Co. \$2.25.

"The New Leisure Challenges the Schools," by Eugene T. Lies. Washington: National Education Association. Cloth, \$2; paper, \$1.50.

"Good Eyes for Life," by Olive Grace Henderson and Hugh Grant Rowell. New York: Appleton-Century. \$2.

The Curriculum Foundation Series, edited by William S. Gray. Chicago: Scott, Foresman. "Health Stories," "Science Stories," and "Number Stories, Book I," \$.60 each; "Art Stories" and "Number Stories, Book II," \$.68 each.



By WINNIFRED KING RUGG

DR. ADA HART ARLITT, known to P. T. A. members for her books on child psychology, her articles in *CHILD WELFARE*, and her work as chairman of the Committee on Parent Education of the National Congress of Parents and Teachers, has carried her study of mental and emotional life of the young into the teens period. The result of her research is set down in *ADOLESCENT PSYCHOLOGY*, primarily for the use of students in schools of education, but also to the profit of parents who will consult the book.

Dr. Arlitt has the virtues of clear thinking and clear writing. Combining secure technical equipment with common sense, she discusses, first, the physical changes that take place as boys and girls emerge from childhood; and second, the instinctive tendencies that they display in adolescence. These tendencies, if misunderstood, often create personality traits that are out of balance and produce nervous tensions that cause disturbance. The young person unconsciously uses escape and defense mechanisms. If he loses a game of tennis he may find some excuse other than his own inferior playing. He may rationalize what he wants to do: "I suppose I ought to study for that exam tomorrow but I think my brain will be clearer if I go to a movie tonight."

Dr. Arlitt explains why adolescents do this, and by throwing light on the sources of their conduct, by discussing their mental growth, moral and religious development, and personal hygiene in the light of modern research gives valuable aid to those who need to understand adolescent requirements.

The New Leisure

AN exhaustive study of what the schools are doing and can do in meeting the leisure-time needs of today and tomorrow has been made by Eugene T. Lies for the National Recreation Association, and recorded under the title, *THE NEW LEISURE CHALLENGES THE SCHOOLS*. Dr. John H. Finley in a foreword calls the book a guide to "the avocational, marginal realm in which those who have no opportunity in their vocations to cultivate their latent talents may approach the perfection of their physical, intellectual, spiritual selves."

The great problem which lies before education is how to teach mankind to use aright its increasing hours of leisure. Mr. Lies has conducted a study of this problem, mainly in its recreational aspects. Shall recreation enrich or impoverish life? To answer this question he has made an examination of recreational guidance in the public schools of cities of 5,000 and upwards throughout the United States. He has found what is being done in the field of physical recreation, reading, dramatics, music, art and handicrafts, and nature study during school hours and afterwards; what it costs, what has proved effective, and what has not.

"The extent of leisure is growing," Mr. Lies writes. "Leisure is choosing time, choice depending upon the relative force of internal and external stimuli. Schools must train for quality choosing, high taste, and staunchness in the face of the multitude of stimuli playing upon all human beings in our day."

CHILD'S GRIEF

By PAULINE WILLIAMS

Who am I to judge his grief?
Mayhap had I not known
Birth, death, nor agonizing pain,
I, too, might deem it tragedy
To break a toy.

Protecting Good Vision

GOOD EYES FOR LIFE, by Olive Grace Henderson and Hugh Grant Rowell, is a lively little book on the way eyes function, causes of eye trouble, and means for promoting and protecting good vision. One paragraph in particular is of signal importance: "When focused for distant vision, the eyes are in a position for rest. The more nearly we can maintain this position for close work, the less the strain on the eyes. The best way to do this is to keep the work on a level with the eyes at about a seventy-degree angle with the floor line and from fourteen to eighteen inches distant."

This means that the common habit of working or reading with the material on a flat surface is detrimental to the vision.

Though the subject matter in this book is not as clearly or as effectively arranged as it deserves to be, the writers have conveyed much profitable information about posture and lighting.

Teaching the Small Child

THE Curriculum Foundation Series, edited by William S. Gray and designed primarily for school use as a vocabulary-builder and supplementary study material, contains, among other volumes, one called **ART STORIES**, by W. G. Whitford, Edna B. Liek, and W. S. Gray, and another called **SCIENCE STORIES**, by W. L. Beauchamp and Gertrude Crampton, with Mr. Gray, which are excellent for a child's home library. A first-grader can easily read them for himself, and with Mother's aid can carry out the exercises in art appreciation and follow the experiments and field trips suggested in these two books. The entire series, carefully prepared for the enrichment of first-grade work, contains at present **NUMBER STORIES**, Books I and II, and **HEALTH STORIES**, in addition to the two volumes mentioned above.



Our association sent in its **CHILD WELFARE MAGAZINE** subscriptions last October, but I do want to let you know about the success we had. We secured thirty-three subscriptions from our schools and we can see the difference it has made in the interest in P. T. A. work.—**SARAH V. HEILIG, Principal, Innes School, Salisbury, North Carolina.**



Reader Service

If at any time our readers would like to have information on products for grownups or children, on school or playground equipment, we hope they will feel free to write to the business office of **CHILD WELFARE MAGAZINE** at 1201 16th Street, N. W., Washington, D. C., where the request will be given prompt and careful attention.

February, 1934

In writing to advertisers, please mention **CHILD WELFARE MAGAZINE**



Burpee's Giant Zinnias 3Pkts for 10¢

Three beautiful Giant Mammoth Zinnias, one full-size packet each of Scarlet, Yellow, and Rose (regular value 30¢) postpaid for only 10¢. Don't miss this remarkable "get-acquainted" offer. Send 10¢ today.

Burpee's Garden Book FREE. World's greatest garden guide describing all best flowers and vegetables. Burpee's guaranteed seeds. Lower prices. Write for free **BOOK** today. **W. ATLEE BURPEE CO., 218 Burpee Bldg., Philadelphia**

MAKE 200 TOYS an Hour... for 1¢ Each!



Boys and girls find fascinating fun moulding metal soldiers and other figures with this educational outfit, and they make money selling the finished toys. Teachers and parents also mould large quantities of toys for young children. Complete casting and coloring outfit only \$2.25. Makes



3 large separate figures thousands of times. Ask your dealer: if he can't supply, order from us. State choice of U. S. Soldiers, Indians, Machine Gunners, Sailors, Continental Soldiers, Football or Baseball Teams. **FREE ILLUSTRATED BOOK** on request.

RAPAPORT BROS., 729 West Ohio St., Chicago

★ Earn Money for your Treasury

Churches, Guilds, S. S. Classes, Societies, P. T. A.'s and other organizations make big money. We help you organize and show you how easy it is to earn \$75.00 to \$1000.00. New, unique, easy plan which stimulates membership increase. **No investment of cash required.** Space does not permit full details. Write for particulars and **FREE** instructions **TODAY**

★ BRADFORD DISTRIBUTORY

Dept. CW, 632 S. Maple Ave., Oak Park, ILL.

STAMP OF MERIT

The appearance of an advertisement in **CHILD WELFARE** is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of **CHILD WELFARE**. The italics refer to free material which they offer:

PAGE

Beech-Nut Packing Company.....	323
Bradford Distributory.....	331
W. Atlee Burpee Co. <i>Garden Book</i> ..	331
Grolier Society, The. <i>Booklet</i> . 4th Cover	
Rapaport Brothers. <i>Booklet</i>	331

In writing to advertisers, please mention
CHILD WELFARE MAGAZINE



THE QUESTION BOX

Question—Our study group has asked for suggestions on handling stubborn children. Can you help?

When we apply the term "stubborn" to a child, we are admitting that something about our treatment and training needs altering. A little girl of two in the nursery school is washing her hands when a little boy comes along and turns off the water. "I can do it myself!" she calls out, and proceeds to turn the water on again and off, just to show him she wants to engineer her own affairs. To some people behavior like this is "stubborn"; to others, it seems a perfectly legitimate interest in doing for oneself.

If a child who has a good deal of initiative is constantly put in the position of being forced to do what someone else insists is the desirable thing, we can be almost sure that some stubborn resistance will follow.

When we encounter a child whose behavior is prevailingly stubborn and willful, it is an indication that the adults with whom he comes most in contact have had a hand in making him so. There used to be a belief that it was necessary to "break the child's will." Nowadays we try to avoid methods that might have that result, for we know that what we gain by force is not a real gain and represents no real growth in the child.

The fewer the occasions on which parents and children clash, the less the possibility of arousing stubbornness. When a child who is naturally independent is told to do this and do that, to come here and go there, when he feels himself constantly under the thumb of someone who is watching and criticizing his every action, he is very apt to rebel.

With a child whom our tactics have already made resistant, the best thing we can do is to let him alone as much as possible, trying to avoid situations in which we know disagreements are likely to arise, and giving as much leeway as possible for him to make his own decisions. It will help on many occasions if we keep in mind the thought, "Does this matter very much, after all?" For sometimes we are woefully lacking in discrimination, and make as much fuss over a tiny point as over something of major importance. Stubbornness, for example, isn't nearly as serious from the point of view of mental health as depression or oversensitiveness.

Question—How can you impress on a child's mind that earnest application to his work is necessary?

John Dewey has said that to force the child to a pretended application to his work results only in bad habits of daydreaming, or even of cheating and stealing the work of others. It is absolutely essential to find out why the child is not trying. Is the trouble physical, and is the child too tired to care? Is it a result of such poor teaching that the work is made dull and monotonous? Is the work too hard for the child, so that he is really doing little or nothing because he cannot grasp the new steps? Is he indifferent because the work does not really challenge him and he is content to slip by, letting his mind wander into pleasanter fields? Punishment or reward may bring the desired effect of "application to study" for brief periods, but real interest in his work is the only thing we can depend on in the long run.

Question—What can the schools do to further the social life of the community?

I take it that this question refers to activities sponsored either by school authorities or by parent-teacher organizations. The school can, for example, by field days or sport events of various kinds arouse the interest of the community and at the same time be providing worth while activities for its children. It can encourage the use of the school plant by parents, as well as children. In communities where the parents use the school shops and laboratories there is not only friendliness but a better understanding by the families of the advantages to their children of varied creative work. Harmonious living has been fostered in many communities by work for improvement in conditions, such as playgrounds, skating-rinks, apparatus for the school yard, provisions for community activities on Halloween and holidays.

Much of our effort for desirable social life in a community takes little account of those children who have left school and who have no particular group ties. Efforts to provide recreation for adolescents and young adults in industry would be a nucleus around which the social interests of the whole community could grow, especially nowadays when the menace to mental health of idleness or poorly spent leisure time is being forced on our attention. A book which would be of interest to you is *The Delinquent Child*, a White House Conference report published by the Century Company. Its description of the influence on a child of home, school, and community gives many a clue to the prevention of delinquency.

(This department is conducted by Marion L. Faegre, chairman of the Committee on the Exceptional Child, N. C. P. T., to help parents solve problems of child care and training. Address queries to Mrs. Faegre at the Institute of Child Welfare, University of Minnesota, Minneapolis.)

FACTS ABOUT MOTION PICTURES

By CATHERYNE COOKE GILMAN

At a recent conference on motion pictures called by the U. S. Commissioner of Education and attended by educators, welfare leaders, and motion picture industry officials, two important matters were considered, both pertinent to the development of the Motion Picture Plan of the National Congress of Parents and Teachers.

The group was invited to discuss subject material to be used in the preparation of a report from the United States to be presented at the International Conference on Educational Cinematography next April in Rome. It is a notable occasion because the United States Government has not previously been officially represented in the motion picture conventions called by the institute.

The conference group recommended to the Commissioner of Education that the U. S. Office of Education be the central agency for the collection and dissemination of material on visual education and that it encourage the production, distribution, and exhibition of educational motion pictures.

The Motion Picture Plan of the National Congress of Parents and Teachers provides projects in visual education, controlled motion picture programs from non-theatrical or independent sources in community auditoriums, and necessary legislation to supervise production and regulate distribution and exhibition.

There are now approximately thirty-five state universities, state boards of education, private universities and colleges with film libraries; five United States departments of government and their numerous bureaus; ten or more museums, art institutes, and historical societies with film collections; and many educational and industrial research laboratories producing and distributing films with valuable educational content.

National and state film libraries are essential developments for this movement. Universities are responding to the need, but more careful selection in buying films is necessary. The service will include purchasing and renting films; assembling literature concerning films and film equipment; editing, classifying, and cataloguing films; servicing films and film equipment; preparing film curriculums to supplement grade, high school, and college courses; selecting entertainment programs of cultural films; and organizing film circuits for controlled programs in community auditoriums. The success of the work will depend largely upon film librarians and technicians trained in these subjects.

There are between thirty-five and forty commercial film distribution and equipment companies trying to supply this independent or non-theatrical service to churches, schools, and clubs. They vary in value, but need a more

courageous attitude toward the strictly educational and cultural development of the project. Independent producers are experimenting in the remunerative field of visual education and with cultural films having excellent entertainment value. They are providing supervision of the selection and treatment of subject material and producing films with acceptable scholastic standards. All films are educational whether social, or antisocial. The visual education project, however, is limited to the use of the instructional or didactic film for classroom purposes arranged to supplement the course of study. Such films are produced under pedagogical direction and are classified as to subject matter and mental level of students. Every subject in the curriculum may have its film supplements.

Systematic attempts have been made to use the didactic films in schools of Germany, Russia, England, France, and the United States, but the cost of purchasing or renting films and equipment, the lack of a central place from which they could be obtained, and the failure of parents, teachers, and school boards to appreciate the possibilities of films as teaching media have delayed their use.

The Payne Fund Studies initiated by the Motion Picture Research Council have shown that the motion picture as an educational technique is unsurpassed. (Students find that motion pictures are a pleasurable learning experience and tests show that motion pictures facilitate learning, increase memory retention, and provide a maturing and cumulative process of learning.) The system of visualizing knowledge and presenting it by means of motion pictures has been evaluated and recognized by educators as economically advantageous and pedagogically sound.

The National Congress of Parents and Teachers recognizes its responsibility for stimulating the use of visual aids to education. The Motion Picture Plan calls for a visual education committee in each of the 19,554 local parent-teacher associations. It proposes the study of available motion picture material, motion picture equipment, and the economic and educational advantages resulting from the use of motion pictures in schools. The committees representing the parents as parents, but also as taxpayers, are in a strategic position to advise boards of education to authorize the necessary expenditure of funds.

The motion picture as a product of trade sold to crowds for amusement has hampered the development of the motion picture as a scientific teaching device. Since the film has the capacity to educate, to recreate, and to inspire, parents and teachers demand freedom of films for these purposes.

CONSULTATION SERVICE

Support of Schools—How should our P. T. A. approach the task of influencing state appropriations for the public school system and yet keep clear of being in politics?

Every P. T. A. should be vitally interested in an adequate and an equitable state appropriation for public schools. A thorough study of the entire financial problem should be made by the association as a whole, or by a committee or a study group that is to report to the association. When facts are fully understood, action should be taken by the association to support legislative measures that are in keeping with the wishes and the policies of the association.

A recent report of the National Conference on the Financing of Education based upon the present emergency can be secured for 25 cents from the National Education Association, Washington, D. C. The National Congress has prepared a study outline, "A Modern Program of Financing Public Schools," which is based on this pamphlet. It may be secured from the National Office, 100 copies for 75 cents, or 1 cent each.

The Congress non-partisan policy means that the association must be free from political partisanship and controversy. The P. T. A. may give active support to legislative measures for the care and the protection of children. See Congress leaflets, "1933 Resolutions"; "School Education," pages 17 to 21; "Legislation"; "The School of Tomorrow." See also the 1933 *Proceedings*, pages 147 to 150.

Term of Office—How can we secure a new treasurer when the principal is elected year after year?

The length of term and the number of consecutive terms of each officer is determined in your by-laws. To limit the term of office of the treasurer would mean to provide in your by-laws for such a limitation. See the new National "Handbook," page 44, Article V, Section 1, for suggestions for such a by-law.

Executive Committee Personnel—The P. T. A. of which I am secretary is greatly handicapped by retaining the old president on the Executive committee. How can this be remedied?

Amend the article in your by-laws pertaining to the personnel of the Executive committee. Suggestions will be found on page 45 in the new edition of the National "Handbook."

Business Details at P. T. A. Meeting—How can we prevent the business of our P. T. A. from taking up too much time from our regular meeting?

Have the local Executive committee discuss the business matters and bring recommendations to the meeting for action by the members. See National "Handbook," pages 15, 29, and 30, and "Parliamentary Procedure" leaflets.

P. T. A. Reports—Is an annual report expected from each P. T. A. at the end of the year? If so, I should like to know what kind of information will be expected. Are there report forms to be filled out?

Local Unit Report Blanks are sent by each state Congress to the local units in the state. These blanks contain instruction as to when and to whom the reports are to be returned. If you do not receive a report form, write to your state president for information. The address may be found on the inside back cover of this magazine.

The information which local units send to the states will be compiled into a state summary in each state, and the state reports will be brought together into a National Summary of Parent-Teacher Information. The state reports will be published in the *Proceedings* of the National Congress of Parents and Teachers for 1934.

Guidebooks for P. T. A.'s—What is the difference between the P. T. A. "Manual" and the P. T. A. "Handbook"?

The "Manual" combines under one cover two pamphlets, the "Handbook" and "Projects and Program Making," and ten organization leaflets. The "Manual" was printed for the convenience of individual leaders in parent-teacher work. The content of the "Manual" was printed as separate publications for local units, in order to distribute the material among local officers and committee chairmen. Local Unit Packages of publications sent by each state to Congress units this year contain the separate publications.

The first edition of the "Manual" has been exhausted. Orders are now being filled by sending the separate publications. The "Handbook" and "Projects and Program Making" will both be sent for the price of the "Manual," 30 cents. These can be fastened together by punching holes and tying, or they may be put into a loose leaf ring binder. The next edition of the "Manual" will be available about May 1.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. Grace M. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

CONCERNING CONTRIBUTORS

Thomas Sully was born in England in 1783 and came to America when a child. He early showed artistic talent and after some study in Philadelphia he went to England to study for a number of years. On his return to this country he set up his easel in Philadelphia. He painted a portrait of Washington, and portraits of many eminent people of his day as well as a great many pictures other than portraits of an historical, romantic or sentimental nature. His picture of the boy in the torn hat, which is used as a frontispiece in *CHILD WELFARE* this month, is one of his most famous and best loved paintings. Sully died in 1872.

Margaret Slattery is well known as an author and lecturer. In 1910 she resigned the principalship of the school of practical arts connected with the training department of the normal school at Fitchburg, Massachusetts, so that she might devote herself to writing and speaking. For some time she was a member of the Massachusetts State Board of Education. During the war Miss Slattery spent seven months in Europe and later gave a year to the study of youth problems around the world. She is an earnest student of foreign affairs, especially as they concern social and economic conditions affecting youth.

Samuel W. Hartwell, M. D., who is Director of the Worcester Child Guidance Clinic at Worcester, Massachusetts, was born in Iowa. After his graduation from the state university he practiced medicine in a country town in Iowa until war time when he went into the ambulance service in the American army where he saw two years of service. Since the war Dr. Hartwell has been devoting himself to psychiatry, limiting his practice during the last eight years to children's cases. This is his fifth year as Director of the Worcester Child Guidance Clinic which, while it is one of the largest in the country, takes comparatively few cases and gives them long-time treatment.

J. McBride Dabbs is a South Carolinian. He graduated from the University of South Carolina with the degree of B. A. in 1916, and the following year earned his M. A. at Clark University where he devoted himself to a study of psychology, under G. Stanley Hall. He did graduate work in English for several years at Columbia University, and since 1925 has been head of the Department of English at Coker College, Hartsville, South Carolina. Mr. Dabbs is a contributor to a number of magazines. He is married and has two children.

Arthur Dean has had many years of experience as an educator, as a vocational guidance counselor of youth, and as a consultant to whom parents and teachers bring their problems. He is eminently qualified, therefore, to write with understanding of "The Child's School." Since 1924 Mr. Dean has written a popular newspaper feature syndicated all over the country—"Your Boy and Your Girl."

Mary L. Langworthy needs no introduction to *CHILD WELFARE* readers. They are already familiar with her work as First Vice-President of the National Congress of Parents and Teachers, and as a frequent contributor to *CHILD WELFARE MAGAZINE*.

Elizabeth A. Summers is the outgoing president of the Iowa Congress of Parents and Teachers, and well known to all who have attended the National conventions in the last few years.

M. Louise C. Hastings' children are now all grown up, but one can see from her article in this number of *CHILD WELFARE* that she still has many friends among the younger people. She bases her suggestions for amusing convalescent children on long experience.

Marion R. Farren has already become a well-liked contributor to *CHILD WELFARE* through her two articles which have appeared in previous issues of the magazine. In this month's article she helps parents to solve the difficult problem of what to do about a child who has tantrums at mealtime.

FROM OUR READERS

As president of our local parent-teacher association and as district (Northern New York) Program chairman, I will endeavor to do all in my power to put *CHILD WELFARE MAGAZINE* to the fore. Ten are already taking it in our P. T. A. and I stress *CHILD WELFARE* as a foundation for all program work, also for courses of study and authoritative reference. In my district work no magazine compares to it for child guidance.—Mrs. H. L. WALLACE, District Program Chairman, Hermon, New York.

As chairman of Rural Service in the state I find my best tool, one of the sort which seems to do anything, to be the *CHILD WELFARE MAGAZINE*.—Mrs. J. J. BERILLA, 553 Corliss Avenue, Phillipsburg, New Jersey.

Coming in March

The New Baby Arrives

JOSEPH GARLAND, M.D.

Expert advice on how to care for the baby when he is very, very young.

Good Manners for the Adolescent

RUTH STRANG

A study of what older boys and girls know about social usage and what they want to know about it.

The P. T. A. in the High School

A symposium on what a well-conducted high school P. T. A. can mean to students, parents, school, and community.

FOR MATERIAL

About the Preschool Child

Turn to pages 289, 305, 320, 332

About the Elementary School Child

Turn to pages 289, 299, 301, 305, 320, 332

About Older Boys and Girls

Turn to pages 289, 299, 301, 332

For Parent-Teacher Units

Turn to pages 283, 298, 308, 310, 312, 314, 324, 329, 333, 334

Concerning All Children

Turn to pages 285, 294, 316, 330

PARENT-TEACHER ASSOCIATIONS

Render THIS Service to Your Members

Purchase a CHILD WELFARE MAGAZINE Club Service Subscription for \$4.00. You will receive 5 copies each month for 10 months. Sell the copies monthly at 10c each to your members. Place the 50c in the treasury each month and by the end of the 10 months your P. T. A. will have \$5.00 for the \$4.00 it advanced to buy the Club Service Subscription.

Over 3,000 associations are now rendering this service to their members. Over 3,000 parent-teacher associations are bringing CHILD WELFARE MAGAZINE, with its authoritative information on child training subjects, within reach of all parents in the community. Parents find it much easier to buy a single copy at 10c than to invest \$1.00 all at once. It is a service for which parents are grateful and one which the average P. T. A. can render.

Purchase one, two, three, or more Club Service Subscriptions for the use of your members.

CHILD WELFARE MAGAZINE

1201 16th St., N. W., Washington, D. C.